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ABSTRACT

This unit package offers the primary social studies teacher structured materials in geography. The primary objective of this unit is to develop the concepts labeled place and environment. Material organization and teaching strategy involve a two-fold emphasis on concept acquisition and concept use. The materials require the student to make inferences, find similarities and differences, test hypotheses, and validate concepts. In effect, the conceptual structure of geography becomes a working basis for inquiry and the processing and categorizing of geographic data. The learning procedure closely related to the meaningful reception learning model of David P. Ausabel. The geographic concepts selected overlap with concepts in elementary social studies instruction. It is global in scope in that information appropriate to development of the unit concepts is drawn from various places and environments around the world. The local environment plays a key role as a backdrop for understanding other cultures and environments. It is to be taught sequentially, and employs the Pestalogzian method of posing leading questions. The package consists of a teacher manual, pupil text and materials, pupil workbook, and pre/post test. The unit is intended to supplement an existing social studies program, not to replace it. (SBE)

N. Helburn

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Place and Environment

A Primary Geography Unit

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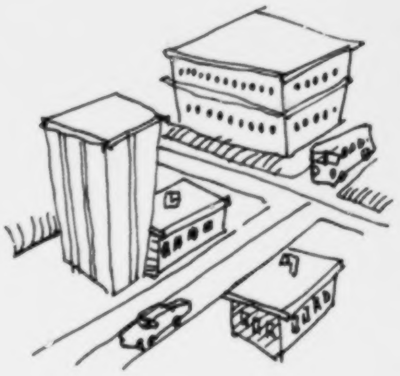

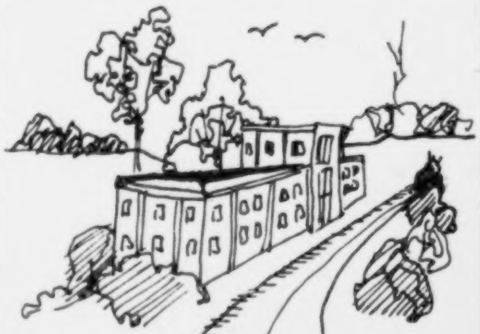

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PLACE AND ENVIRONMENT

A Primary Geography Unit

by

William Imperatore

Illustrations by Rick Andreoli

Experimental Material

TEACHER MANUAL

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Sequential Geography Curriculum

The following units developed by the Geography Curriculum Project may be used sequentially or interchangeably within the Primary and Intermediate levels.

Primary	Earth: Man's Home Place and Environment Resource and Production Spatial Arrangement and Region
Intermediate	Urban Settlements Rural Settlements Population
	A Bibliography for Geographic Education

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To The Teacher

The Geography Curriculum Project, University of Georgia, offers the teacher of elementary social studies structured materials in geography. These units are topically organized to reflect selected major concepts such as habitat, place, location, resource, production, spatial arrangement, region, urban settlement, rural settlement, and population.

Material organization and teaching strategy involve a two-fold emphasis on concept acquisition and concept use. Each unit develops the concept sub-system of the major concept in an expository manner. This teaching mode reflects the premise that an efficient way for a student to learn to think geographically is to acquire the concept system of geography.

The second emphasis is on concept use. The materials require the student to make inferences, find similarities and differences, test hypotheses, and validate concepts. In this manner, the conceptual structure is not merely definitional, but becomes a working basis for inquiry and the processing and categorizing of geographic data. New data and concepts are intergrated into the previously developed cognitive structure.

The learning procedure described is closely related to the meaningful reception learning model of Professor David P. Ausabel. The geographic concepts selected overlap with concepts in elementary social studies instruction. The geography units therefore reinforce many social studies concepts while providing an explicit geographic focus. The units are intended to supplement an existing social studies program, not to replace it.

These conceptually structured units attempt to bring to the elementary classroom both old and new ideas in geography. As an experimental program, teachers and students find errors of omission and commission. Your help in improving geographic instruction will be welcomed. Please pass on to us your evaluation and suggestions for improvement.

Marion J. Rice
Project Director

Preface

This manual presents a conceptual unit in geography. The unit differs from most primary curriculum materials in three ways.

The first is that this unit provides learning experiences identifiable with a specific discipline, geography. Most current primary materials do not identify the parent discipline from which the experiences are drawn.

The second difference is that this unit is conceptual in nature. A concept, as defined in Webster's Dictionary, is "an idea, especially a generalized idea of a class of objects." Examples of such generalized ideas in geography are: weather, climate, production, and land-use. It can be seen that such words are labels for large groups of specific facts or classes of objects.

A definition of concept similar to Webster's is that of Morse and Wingo. They define a concept as "a mental image or abstraction formed by generalization from many experiences with particulars." Examples of such mental images are the same as the generalized ideas stated above. They are built of geographic facts or particulars.

Take, for example, the generalized idea, environment. If you were to stand on a hill and view a landscape, you might perceive a large number of individual, concrete, geographic elements. You might see various kinds of vegetation, including cultivated plants, hydrographic features and cultural artifacts such as buildings, roads, and fences. You might hear the sounds and smell the odors of agricultural, manufacturing, and transportation activity. Through your mind's eye you could sense the interplay of abstract environmental factors such as the social forces operating between and among the people. It is the mind which fuses this mass of individual and seemingly dissociated elements into the abstraction labeled environment. Once this relationship between the elements and the term environment is established, it is necessary only to mention the term in order to bring to mind the elements which comprise the concept environment.

In keeping with these thoughts on concepts, the primary objective of this unit is to develop the concepts labeled place and environment. To achieve the objective, much factual information is provided, i.e., particulars are provided from which the concept may be constructed. The goal is to synthesize this factual information into mental images of place and environment. Obtaining a repertoire of geographic facts is secondary since they are valuable only in that they lend themselves to the development of the unit concepts. In this sense, the unit is definitional in that all the content serves the function of defining the concepts dealt with in this unit.

The third way in which this unit differs from current social studies materials is with respect to its scope. Most primary social studies materials are geared to the "expanding environment" theme and thereby utilize information from around the home, school, neighborhood or community to develop understandings. This unit is global in scope in that information appropriate to development of the unit concepts is drawn from various places and environments around the earth. It is felt that mass communication media, especially television, and the increased opportunity to travel and experience varying cultures and environments make such an approach appropriate. It is not unlikely that some children know more about a distant place such as Japan than they do about their own community. That such experiences have contributed much to the child's understanding of geography concepts is questionable although some information on which to build the concepts has probably been acquired. The local environment of the pupil is not disregarded but, in fact, plays a key role. Throughout the unit the particular environment of the child serves as a backdrop against which information about distant environments may be viewed.

Unit Description and Development

Unit Description

The unit package consists of a teacher manual, pupil text, pupil workbook and pre/post test.

The teacher manual contains a section of background information to which the teacher may refer if any question should arise related to the geographic content of an individual lesson. This background section is tied specifically to the lesson topics for which it provides appropriate geography content. The manual also contains twelve lesson plans -- some require two or more days to complete -- in which are identified the lesson topic, general and specific learning tasks, behavioral objective, key words, pages of reading in the pupil text, and suggested lesson procedure. A procedure for using the workbook exercise is added after the regular lesson procedure. The identical form pre/post test, with directions for administering, completes the teacher manual.

The pupil text contains information which may be used either as background for discussion or reinforcement of a daily topic. Use of the pupil text will depend on the level of the reading skills of a particular pupil. The text is heavily illustrated to facilitate use with verbal teacher direction.

The pupil workbook is a compilation of the exercises presented in the teacher manual for verbal direction. The workbook contains a variety of activities including cut and paste, display construction, reinforcement game, doll cut-outs and test-item-like exercises.

The identical-form pre/post test contains twenty pictorial multiple-choice items in which the pupil is asked to choose and place an X on one of the pictures. There is also a map item of several parts. The test will be administered verbally according to the directions accompanying the test. The items test varying levels of cognitive operations.

Unit Development

The unit should be taught sequentially and daily until completed. If every topic is used and the pre/post test employed, the unit will require twenty teaching days. Most of the daily lessons can stand alone as study topics simply by omitting the systematic review section of the procedure. It is possible, therefore, to inject any one of these lessons into an existing social studies unit if desired.

Fifteen daily topics are identified. Three require two days to complete, providing eighteen days of experiences. Each lesson will vary in length from fifteen to twenty-five minutes. More time will be needed on those days when displays are prepared, cut and paste activities take place or a field trip is conducted.

A suggested timetable is:

Topic or Activity	Day
Pretest	1st
Topic 1	2nd
2	3rd
3	4th
	5th
4	6th
	7th
5	8th
6	9th
7	10th
8	11th
Summary	12th
9	13th
10	14th
	15th
11	16th
12	17th
	18th
Summary	19th
Posttest	20th

If the unit pretest is used, it must be given on the first day to establish the initial achievement level of the pupils. Thus learning gains may be measured when the posttest is administered.

The daily topics employ the Pestalogzian method of posing leading questions to lead the pupils through the study to the desired conclusions. If this technique is used, it is advisable to have the students answer in complete sentences to help develop thought patterns. This method could, of course, be replaced by a straightforward presentation of the content. The suggested topic procedure is not intended to inhibit. Rather, it represents a sequence-of-thought development which supports the learning task and identifies the point of the lesson explicitly. If a method other than that suggested in the procedure is used, it is advisable that the teacher read the procedure in order to identify the understanding to which the lesson is to carry the pupil.

This is a unit in geography having as its primary objective the development of two concepts: place and environment.

TEACHER
BACKGROUND MATERIAL

Place and Environment

Teacher Background Material

Introduction

Geography is the study of the earth as man's home. It is concerned with the milieu of phenomena which occur on the earth's surface including the interaction of man and his habitat. Geography is a chorological or spatial science. It deals with man/earth phenomena as they are distributed over the earth's surface. The goal of geographic investigation is to synthesize spatially separated and seemingly dissociated phenomena into broad understandings or generalizations about man and his earth. The areal extent of the earth and the astronomical number of activities which would be appropriate to a geographic analysis of the earth make a global study too complex for classroom use. Those phenomena commonly considered on a global basis such as climate, landforms and population distribution, are grossly generalized. The alternative to a global study is the analysis of places on the earth's surface. A composite of a sufficient number of such studies can contribute to global understandings. Global generalizations based on a small number of place studies would likely be invalid and meaningless. In view of the complex nature of global studies, geographers study places. As more and more places are studied and analyzed with regard to man/earth phenomena, an understanding of the total earth as man's home is gained.

The study of places and the development of the concept involves answers to two questions; where is the place and what is the place like? These two questions deal with the two basic components of the concept labeled place: location and character.

Only relative location is treated in this unit since absolute location, in terms of latitude and longitude, was judged inappropriate at this grade level. Place location is developed in terms of juxtapositional and directional referents.

Place character is shown to be due to the particular combination or "set" of individual natural and cultural elements found at a place. The character of a place is often attributable to its function which, in turn, is based on the associations that exist between the natural and cultural elements that occur there.

A logical extension of a study of the concept labeled place is consideration of the concept labeled environment. Everyone lives some place, and the milieu of geographic elements in association also constitute the environment at that place. Everyone operates within and is influenced by an environment. Global understanding can be achieved through an understanding of man/environment relationships. The unit notes both the diversity and similarity in environments that exist on the earth as generated by diversity and similarity in place character which in turn is based upon combinations or "sets" of seemingly dissociated and spatially separated geographic elements.

Conspicuous by its absence is consideration of size in either place or environment. The nature of the concepts dictates this because there is no inherent size factor to either. Nor is size a distinguishing characteristic of either. The question, "Where are you going?" may elicit an answer referring to a place of almost any size such as "the drugstore," "Chicago," "California," "Europe" or, if from some other planet, "Earth." Environment is not limited by size since man lives in several environments simultaneously. He lives in a local environment, travels or operates in others and in general lives in an environment which may be extended to the earth, solar system, and universe. Therefore, size is not a defining attribute of either concept.

The primary objective of this unit is to develop the concepts labeled place and environment, thereby providing for the child additional conceptual categories by which he can sort and relate the geographic phenomena around him.

Place Location

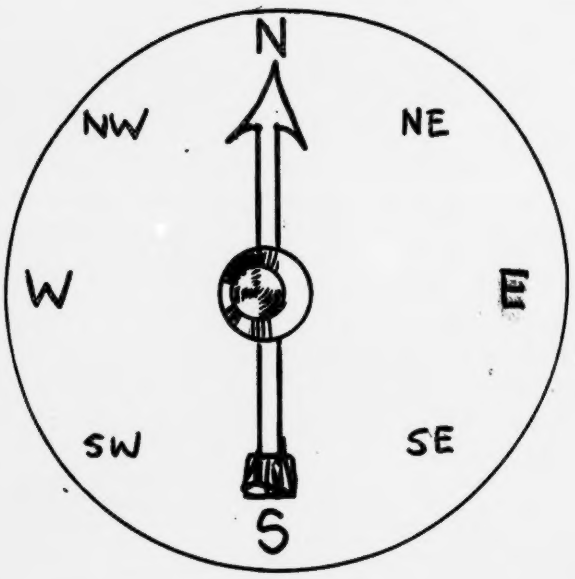
A place is a part of the earth's surface of indefinite size. Every place has a location. Location or spatial position is inherent in the question "where?" A consideration of location is basic to the development of insight into how man has related to his earth home. Since man must operate within a physical environment governed by natural laws, he must consider the effects such laws have on particular places. He does this unconsciously through trial and error or consciously within the limits of his developed technology. For example, since man lives on a spherical earth which rotates on an inclined axis and revolves about the sun, solar energy is distributed about the earth in a particular fashion. The combination of factors which contributes to this distribution causes particular places on the earth's surface to receive more or less solar energy than other places. The tropical places of the earth receive more solar energy than do the arctic places. The amount of energy received influences a host of factors, such as climate and vegetation, which in turn influences man and the general suitability of a place for his occupance. The effect of other physical factors such as high mountains, large water bodies, flat land and river systems, and the laws which govern them can be shown to influence the way man is distributed over the earth and the way in which he relates to his earth home. Place location is important.

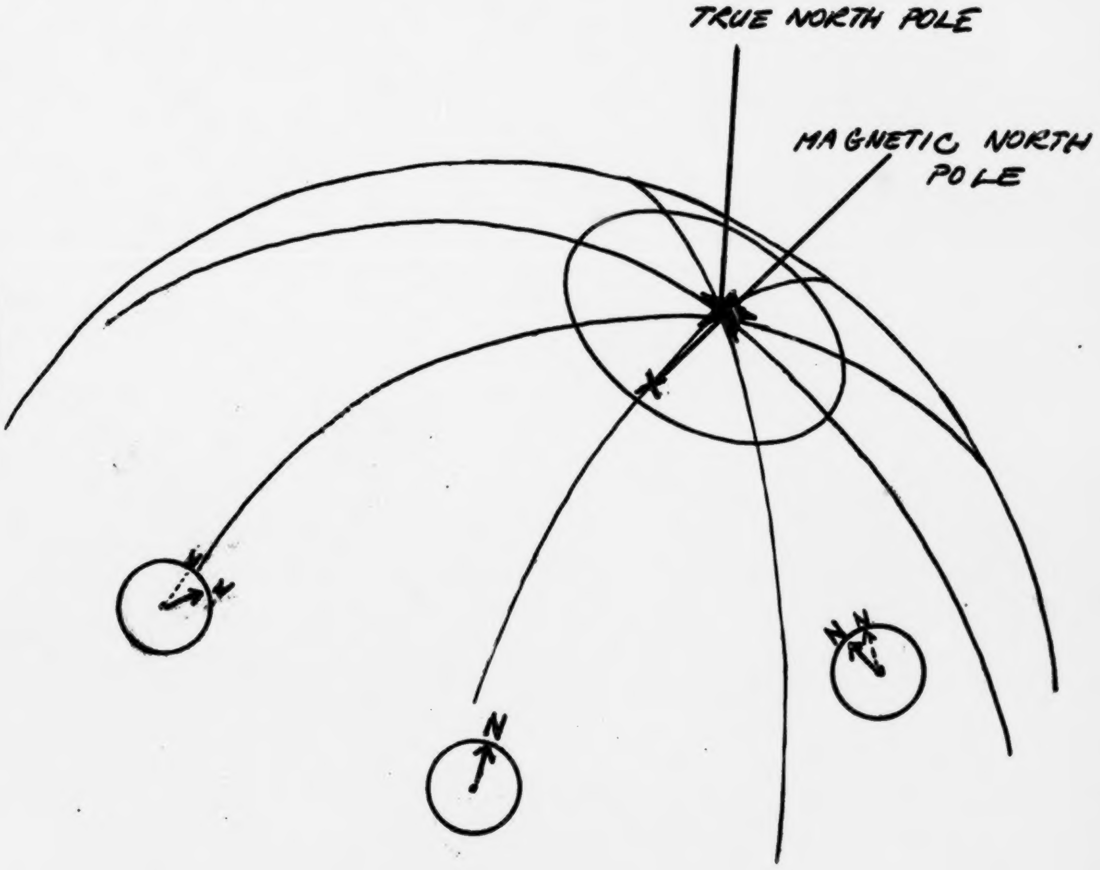
Place location may be looked at in two basic ways. One is in terms of absolute location which employs a system of intersecting grid lines to define unique points. This system includes latitude and longitude by which places can be located according to their distance in degrees of arc from established reference points such as the prime meridian and the equator. Consideration of this system is beyond the scope of this unit.

Another way to locate places is in relative terms. Some place is located in relation to some other place or phenomena. There are many words which may be used to express relative location. Those commonly used in geography include border, between, around, and the cardinal and intermediate directions. The lessons on location develop understanding of some others such as to the right, to the left, behind, beside, in front of, and in the middle of. Although some of these terms are not commonly used in technically locating a place, they do contribute to an understanding of relative place location.

All the terms mentioned are juxtapositional referents. They describe the location of a place in reference to other places or things. Although the cardinal and intermediate directional referents are considered separately, they are also juxtapositional terms. They are distinguished on the basis of their more definite nature since they describe the location of a place in terms of compass points. Those juxtapositional referents which are common-use terms need no elaboration, but some consideration of the directional referents is in order.

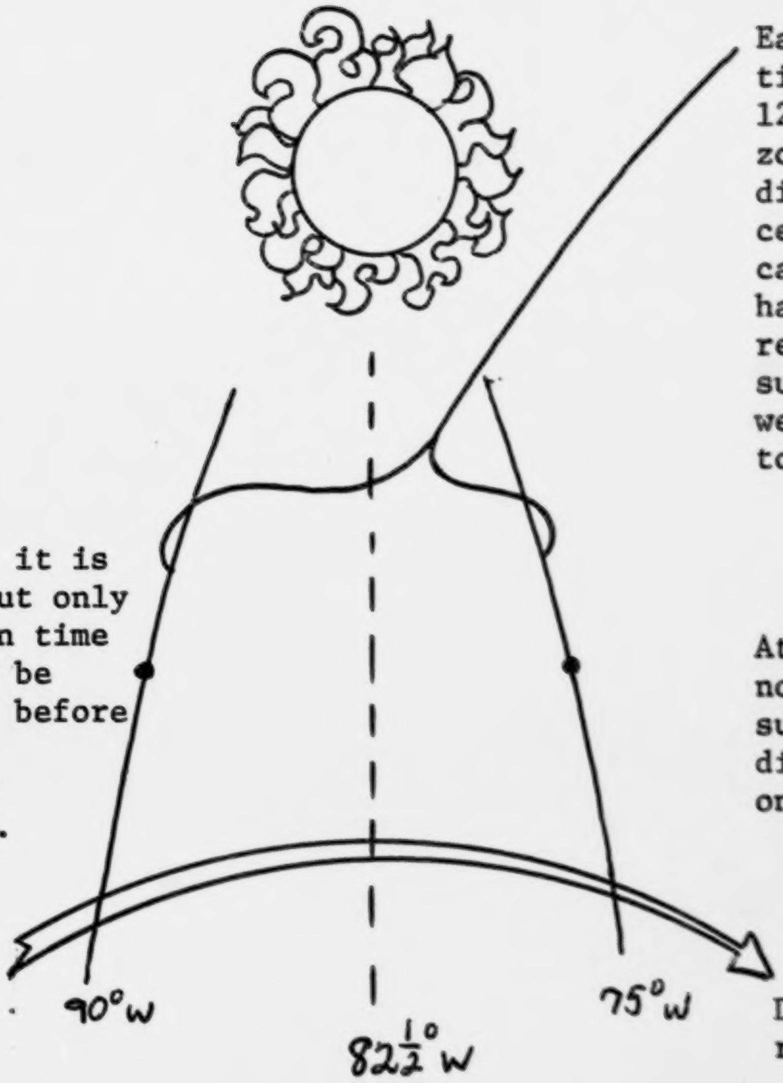
For the purpose of this unit, all directional referents will be based on north. It is necessary then, to establish north. One way is by using a magnetic compass. No distinction need be made between true and magnetic north unless the pupils have had a unit on magnetism and understand that the earth is a magnet. Hence, the needle of a magnetic compass points to the magnetic North Pole and not true north or the point where the meridians converge. Only when you are at a place where the line of force running through the magnetic North Pole also runs through both the true North Pole and your position, does a magnetic compass point to true north.





By using a large compass rose or chalkboard drawing of a compass rose the relationship may be made between other directions and north. It must be emphasized that these relationships are true only when the pupil faces north. In such a position, east is to the right, west is to the left and south is away from the back. North, south, east and west are the cardinal directions. The compass rose may also be used to establish the relationship between the cardinal and intermediate directions; northeast, southeast, southwest and northwest. East and west may also be established as the general directions where the sun rises and sets.

True north is toward the North Pole. It can be determined by observing the shadow of a pole or person at noon, suntime, which is when the sun is at its zenith or highest point in the sky at your location. This usually occurs near 12 noon standard time or 1 P.M. daylight time. It will occur at 12 noon or 1 P.M. exactly, only if you are on the central meridian of a time zone. Time zones are 15° wide, and it is noon for the entire time zone when the sun is directly over the meridian which runs through the middle of the zone. Noon, suntime, occurs before time-zone noon east of the central meridian and after time-zone noon west of the central meridian.



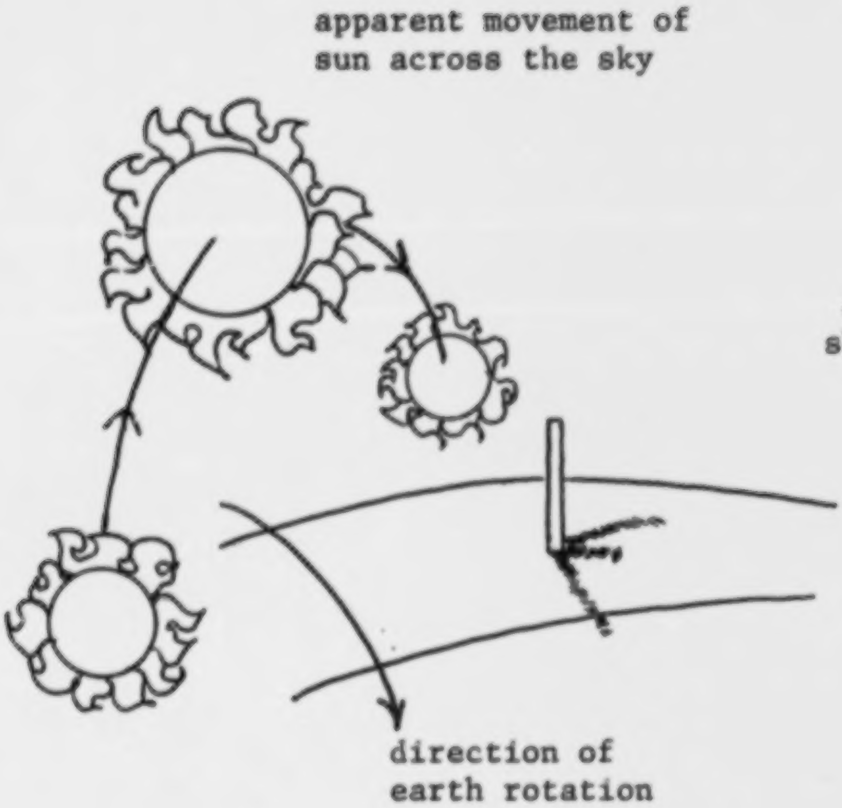
Eastern standard time zone. It is 12 noon in the entire zone when the sun is directly above the central meridian. You can see that the eastern half of the zone has already experienced noon, sun time, and in the western half, noon is yet to come.

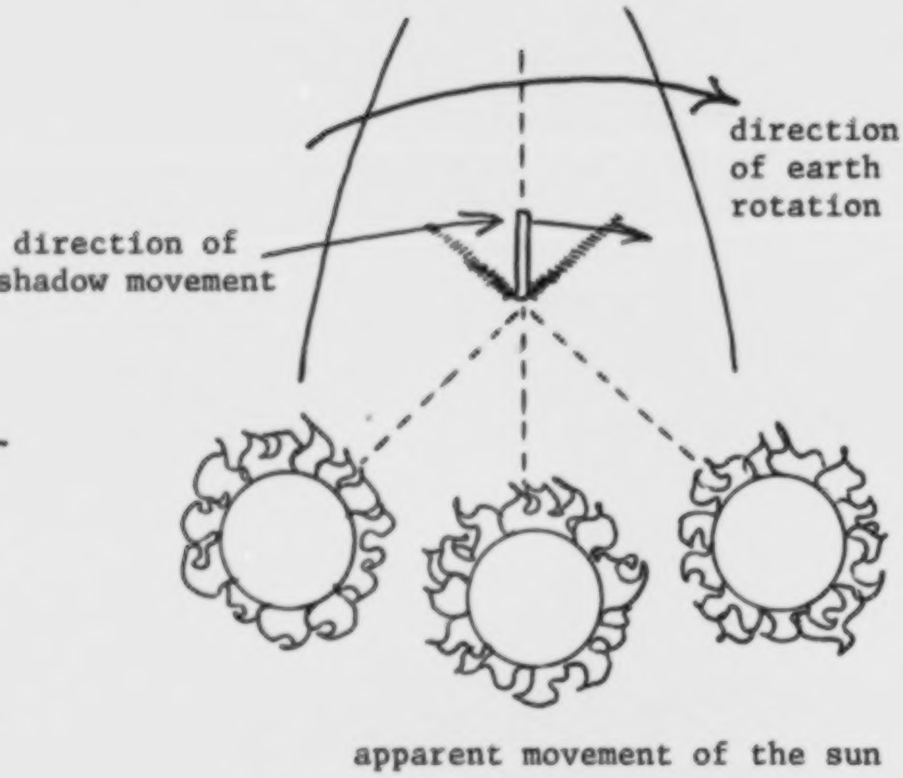
At this point it is 12 noon EST but only 11:30 A.M. sun time since it will be one-half hour before the sun gets directly over this meridian.

At this point it is 12:00 noon EST but 12:30 P.M. sun time since the sun was directly over this meridian one-half hour ago.

Direction of the earth rotation

Noon, suntime, may be determined by observing the length of a shadow. The length may be measured or approximated. It is noon, and the sun is directly over your meridian when the shadow is shortest. At that time your shadow points to true north where all the meridians converge at a point.


apparent movement of
sun across the sky
direction of
earth rotation


direction
of earth
rotation
direction of
shadow movement
apparent movement of the sun

This can be easily demonstrated by taking your class outdoors to allow the pupils to try this for themselves. Use the demonstration in conjunction with the paper compass rose to reinforce the relationship between north and other cardinal and all intermediate directions.

Note that these procedures will work for all places in the Northern Hemisphere on March 21 and September 22 and for all places north of the Tropic of Cancer anytime during the year. These procedures are not appropriate for places between the equator and the Tropic of Cancer between March 21 and June 21 if the sun's vertical rays are north of your location. In such a situation shadows will fall to the south.

Once the facts of place location have been grasped and the basic skills involved in describing the location of places by means of juxtapositional and directional referents mastered, a more meaningful matter must be considered. What significance does place location hold for man? The answer may be found by viewing man's occupance of space at any scale. It will be seen that man has been a chooser and has selected his places of habitat in response to both natural and cultural pressures. The simple fact that man is very unevenly distributed upon the earth indicates the significance of location. Large areas of the earth's surface are virtually uninhabited due to their location and attendant character. Other areas teem with human beings for the same reasons. The significance of place location is apparent at small scales and large scales. The location of business establishment in a city, the distribution of people over just a small area, the repeated choice of locations near rivers for residence and industry all confirm the importance of place location. Man has located himself at places. The next question to be answered is why has he chosen these places. This introduces the role of place character.

Place Character

The American College Dictionary defines character as "the aggregate of qualities that distinguishes one person or thing from another." For the purposes of this unit place character will be viewed as the aggregate of geographic features or elements by which similarities and differences between places may be seen. Place character simply refers to what a place is like.

Every place has a character. This character is derived from the combination or set of features present and the relationships that exist between these at a given place. A beginning step in ascertaining the character of a place is enumeration of its features. A common way to categorize elements is in terms of their origin which recognizes natural and cultural features.

Natural features are those which were present on the earth before man. They are "of nature." A list of natural features commonly includes weather, climate, landforms, hydrographic features, vegetation, soil, and animals.

Cultural features are "of man" and are all those things which are on the earth because of man's presence. A list of cultural features commonly includes language, all kinds of institutions, structures, art, customs, roads, bridges, land-use systems, and technology. Cultural features are absent in some places.

Some natural features show the impact of man so clearly that it is difficult to classify them as natural. For example, some doubt exists as to whether or not soil which has received heavy applications of animal and chemical fertilizers is really a natural feature; or whether cattle, which have been selectively bred over many years and now have characteristics not found in the original stock, are a natural feature. Although it is useful for the teacher to be aware of the overlap between natural and cultural features, unless such a question arises in the pupils' minds, it serves no purpose in this unit to develop or explore this matter with the pupils.

An inventory of place features is generally meaningless. It is the relationship that exists between and among the features that lends character to a place. For example, let us attempt to ascertain the character of a place by examining it in terms of its natural and cultural features.

The place is found to have a dry climate, no surface water in the form of streams or lakes, sparse vegetation appearing as widely scattered clumps of grass. The place is part of a plain near the lee side (side sheltered from the prevailing winds) of mountains. The soil is fertile and water is available from artesian wells. Thus far, in terms of physical features, this place could be characterized as a desert or steppe place. Many of the people who live here are of Middle East ethnic origin, of the Moslem religion, speak a Middle Eastern language, wear long, flowing clothing, and have little formal education. Their homes are often primitive constructions of dried mud, clustered in a village. There is a mosque with its minarets surrounded by a few public buildings. A generally low level of technology is in evidence. An animal pulling a wooden plow is used to till the soil; seed is spread broadcast. Various grains, especially barley, are grown. Harvesting is done by hand and threshing by animals which walk over the stalks knocking off the heads of grain. In the village water from an artisan well is directed through ditches to irrigate date palm trees and gardens where a host of vegetables are grown. Signs in the village indicate that a bus stops here at regular intervals. Otherwise most travel is by foot or on animals.

When all these features are viewed together and in motion, the place shows its character. If you were to move through the narrow village streets, you would smell the mingled odors, hear the various sounds, see the different activity which gives a feeling of what this place is like. A similar place exists wherever this same combination or set of features occur. Were a label sought to describe the character of this place, it would probably be Middle East oasis. The label is meaningless, however, if the individual features of a Middle East oasis are unknown. Therefore, the importance of factual information is apparent. But the acquisition of such factual information must not be the end product. To understand the character of the place described one needs to put all the facts enumerated by inventory methods into context and interaction.

Place and Man

Man has been selective in his choice of places to live. This is true on a global scale in that man is very unevenly distributed over the earth. He chooses to live in places with a certain character. Many places are virtually uninhabited. That man has been selective of place is also true on a local scale. Man has chosen particular places as city sites and within the cities there are preferred areas for business, industry, residence, and recreation.

The local significance of place, its location and character, can be demonstrated for the pupils by studying the factors which influenced the selection of the location for their community or some function in their community. Development of the idea of place in terms of the local area would be based on knowledge of those locational and character factors considered in making the choice. In enumerating those locational and character features, caution must be employed to prevent the experience from becoming a meaningless inventory of place features.

Summary of Place

A place is a point or spot on the earth surface. Geographers study places because it is humanly impossible to study at once all the phenomena on the earth's surface and their interactions. By studying places the geographer gains understanding of the entire earth.

Two facets of a place are its location and character.

Place location answers the question, "Where?" Every place has a location. The location of a place may be described in terms of juxtapositional referents such as beside, border, in front of, behind, in the middle, between and to the right or left. Such referents describe a place's location relative to other places or phenomena.

A place's location may also be described in terms of directional referents which include the cardinal directions (north, south, east and west) and all intermediate directions. Such referents describe the location of a place in terms of compass direction and in relation to other places or phenomena. The location of a place often has a direct influence on that place's character.

Place character deals with what a place is like. Every place has a character made up of many individual features and characteristics in association with one another. Some of these features can be categorized as natural features. Natural features are "of nature" and include all those things which were on the earth before man. Some place features can be categorized as cultural features. Cultural features are "of man" and include all those things which are on the earth because of man. It is the associations among and between natural and cultural features that give a place a certain character.

Man has been selective in his choice of places to live, to build cities and to locate specific activities.

Environment

Webster's Dictionary defines environment as "all the conditions, circumstances, and influences surrounding and affecting the development of an organism or group of organisms." Everyone lives in an environment. Any study of man must invariably take into account the environment in which he operates.

The scope of man's environment varies and in actuality he exists in several environments simultaneously. For example, man operates within an environment as infinite in scope as the universe. He also exists within a total earth environment but his work-a-day or local environment is more commonly restricted to a particular place. The primary concern of this unit is with the local environment.

It can be seen from the definition that this abstraction or concept labeled environment is composed of the many features or environmental elements that occur at a place and is, therefore, associated with and analogous to the character of a place. It is the combination and association of natural and cultural environmental elements at a place which affect the development of a human organism. Environmental elements occur in differing combinations or "sets" from place to place; therefore, environments vary from place to place. Similar environments exist wherever the same set of elements recur.

The variety of natural elements within man's earth environment is infinite. Climates, soils, vegetation, landforms, fauna, minerals, drainage systems of all types and degrees occur over the earth's surface. The particular combination of these elements at any one place is governed by natural law and is the result of the interplay of physical forces. Each natural element influences the others which makes it difficult to start with one element and explain the occurrence of the others in combination with it. The amount of solar energy reaching the earth's surface at various places is a good example. The amount of this energy received is influenced by latitude, landform characteristics, cloud cover, and so on. The varying amount of solar energy received in turn influences weather which involves air movement and moisture distribution which are important characterisitcs of climate. Climate influences vegetation growth which influences soil and so on. Many of the relationships between natural elements are reciprocal. For example, an increase in the amount of solar energy received at a place influences the evaporation rate of surface water. If the amount of solar energy increases, the evaporation rate increases. This increases the cloud cover which in turn decreases the amount of solar energy received with consequent decrease of the evaporation rate which decreases the cloud cover which increases the amount of solar energy received and so on. Introduce some other factors such as prevailing winds and landforms, and the situation becomes a complicated multifactored one. It can be seen that the occurrence of a particular combination or set of natural environmental elements at a place is the result of the interplay of those elements and the forces which control them.

The significance of the natural sector of man's environment is twofold. First, it was man's contact, association, relationship or interaction with the natural environment that produced the existing variety of cultural environments. As early man moved from place to place over the earth's surface, he carried with him the food preferences, technology, laws, and customs developed through contact with the natural environmental elements of the preceding places. In a new natural setting it became necessary to alter or adopt many of the cultural elements he brought with him. This resulted in a new culture comprised of what man was able to retain of the old culture plus additions and alterations generated by his contact with the new setting.

The second significant aspect of man's natural environment is that man must fulfill his needs and desires by using what is available to him in the natural environment. Man's dependence upon the thin layer of decomposed rock material called "soil" is frightening when one views the reckless abandon with which it is used in some places. Since the earth has only limited supplies of certain useful minerals, such as iron ore or coal, efficient use of our resources should be of prime concern to the human community. As yet, man is totally dependent upon the natural environment of this planet as a source of useful materials.

Man has created a variety of cultural environments whose characteristics parallel in many respects the natural environment. There is an infinite variety of cultural elements, and the particular cultural environment which occurs at a place is the result of the complex interplay of many elements. Combinations or sets of cultural elements produce particular cultural environments. These combinations vary from place to place, partly in response to the variability in combinations of natural elements mentioned earlier; therefore, cultural environments vary from place to place. This variability is due to the interplay of elements controlled by man-made forces in contrast to immutable natural forces. Man-made forces are subject to change. This fact complicates vastly any analysis of the reasons why a particular cultural environment exists and functions where and how it does. The same influences exist between and among cultural elements as between and among natural elements; similar reciprocal relationships exist also.

The significance of the cultural sector of man's environment is that it provides a framework through and within which man views his natural environment. His food preferences, technology, goals, aspirations, laws, customs, self-image and other similar cultural elements greatly influence man's use of the materials of his natural environment. These cultural influences are reflected in the architecture, art, dress, and social structure of a culture.

Both the natural and cultural segments of his environment influence man. Man builds shelter, uses fire or makes heavy clothing in response to cold in his natural environment. He adapts himself in other ways to heat. He speaks a particular language, prefers certain foods and art, conducts his business and political affairs in a particular way and worships a certain way in response to his cultural environment. The technological level attained by his culture influences the way in which he uses the materials of the natural environment to fulfill his needs. Consideration of the cultural environment in which a person exists is essential in any attempt to assess why a person does what he does.

Summary of Environment

The concept labeled environment consists of all those elements surrounding a person which influence his development. There are natural and cultural categories of environmental elements. The natural are those that are "of nature." Man's natural environment varies from place to place because the set of natural elements occurring at any one place varies infinitely. The natural environment is significant because it is from the natural environment that man obtains the materials he uses to satisfy his needs.

Cultural environmental elements are "of man." Man's cultural environment also varies from place to place because the set of cultural elements occurring at any place varies infinitely. The cultural environment is significant because it serves as a framework through and within which man views and uses the materials of his natural environment.

DAILY LESSON PLANS

Lesson Plan -- Topic 1

Topic:	Place
General learning task:	The pupil learns that the earth is too large to study all at once.
Specific learning task:	The pupil learns that geographers study places in an attempt to gain knowledge about the earth.
Objective:	The pupil is able to verbalize the idea that geographers study places in an attempt to learn about the earth because it is too large to study all at once.
Key words:	place earth globe
Materials:	globe
Pupil text:	Pages 1-3

Procedure:

Seat the pupils in a semicircle focused on the globe. Begin by telling them they are starting a series of geography lessons. Tell them to pretend they are geographers.

Ask the class what geographers study. Entertain the various responses, and commend any pupil who gives the response earth.

Direct attention to the globe. Ask pupils what it is. Verify or supply the response that it is a model of the earth. The pupil should understand clearly that the globe is not the real earth; people cannot live on the globe you are holding. But a globe is a model of the earth and, by looking at it, we can see what the real earth looks like. We can use the globe to help us study the earth.

Ask why geographers study the earth. Utilize pupils' responses, or supply responses appropriate to development of the idea that geographers study the earth because it is man's home. Man builds his houses, grows his food, and gets the things he uses to satisfy his needs from the earth. Therefore, it is important to study how man uses his earth so he can learn to make the best possible use of it to obtain all the things he needs. Studying people on the earth helps us to understand why people are different in different places.

Ask if the earth is large or small compared to a person. It is very large. Display the globe, and ask pupils if they think they could possibly tell all the things going on everywhere on the earth. Ask if they think it possible to study the entire earth and all the things that are happening on it at the same time. If we cannot study the whole earth at once, what can we study? We can study small parts of the earth or places.

Point to several places on the globe.

Reemphasis the main points of the lesson. Geographers study the earth because it is man's home. It is difficult to study the whole earth at once because it is so large and so many things are going on all over its surface. Instead, geographers study places. By studying places, you can form ideas about the whole earth.

NOTE TO THE TEACHER: Each daily lesson refers to the pages in the pupil text associated with that lesson. Use the pupil text. If the pupils cannot read, read the text to them. Have them follow along as you read the words. Have them read the text back to you pointing to each word as they read. Associate the words with the pictures on the page. Look at and discuss the pictures. Point out what it is the pictures illustrate and how they are connected with the lesson. USE THE PUPIL TEXT.

Workbook -- Topic 1

Exercise: Geographers study places to learn about the earth.

Procedure: Seat children at their desks. Distribute workbooks, pencils, and crayons. Instruct the class to turn to the appropriate page in the workbooks.

Ask for an explanation of the picture. Explain or reinforce the idea that there are all kinds of different places on the earth and that geographers study places to learn about the earth.

Ask pupils to tell of trips they may have made to different places.

Instruct them to take their pencils and trace over the light letters (demonstrate). When the tracing is completed, have them read the words with you two or three times.

Ask why geographers do not study the whole earth at once. Try this to help the children realize how much activity there is over the earth's surface:

1) Take a dime and the classroom globe.
2) Ask pupils to think about the many things that are going on in their home town and to name a few.
3) Extend the study to the state.
4) Place the dime on the globe to show that it covers an area as large or larger than the state.
5) Move the dime around the globe to show how many places on earth are the size of the state.
6) Talk about how many different things are going on all over the earth.
7) Reemphasize the point that the earth is too large and there are too many things going on to study the whole earth at once. This is why geographers study places.

Allow the children to color the pictures.

Lesson Plan -- Topic 2

Topic:	Location and Character
General learning task:	The pupil learns that every place has location and character.
Specific learning task:	The pupil learns that places have: 1) a position on the earth's surface; 2) a combination of natural/cultural environmental attributes that give them a certain character.
Objective:	The pupil uses the key words correctly in expressing ideas.
Key words:	location character
Materials:	1) visual of an earth scene, preferably an oblique air view 2) visuals of distinctly different places such as a desert, city, tropical island, mountain village, etc.
Pupil text:	Pages 4-6

Procedure:

Seat the pupils in a semicircle focused on the visuals. Begin by leading the pupils through a review of the preceding lesson. Reemphasize the idea that geographers study places because the earth is too large to study all at once.

When we want to study a place, one of the first things we must know about it is its location or where the place is. Ask the class if everything has a location. Confirm the response that everything, including places, has a location. Display the visual of an earth scene. Use it as an example of a place to reemphasize that if the class wanted to study the place shown in the picture, it would be helpful to know where the place was located.

Now ask the pupils how they would go about studying a place. Suggest that it would be helpful to find out what is at the place they want to study. Are there buildings, people, trees, water, factories, etc.? After they find out what is at the place they are studying, then they can tell what the place is like or what is its character.

Display the visuals of different places as examples of place character. For example, if a place has many factories and mills, with many people working in them, then we could say its an industrialized place. If the place has no trees or very little vegetation, is very dry, etc., we could say it is a desert place.

Conclude by reemphasizing that in the study of a place, two of the important things we can know are its location and its character.

Workbook -- Topic 2

Exercise: Where and what?

Procedure: Seat the children at their desks. Distribute workbooks and pencils.

Instruct pupils to trace with their pencils along the light lines to make letters (demonstrate). When the tracing is complete, have them read the words along with you two or three times.

Conduct a short drill to reinforce the references of the words location and character.

Lesson Plan -- Topic 3a

Topic: Juxtapositional location (First day)

General learning task: The pupil learns that places can be located relatively.

Specific learning task: The pupil learns that places can be located in terms of juxtaposition to some other phenomena.

Objective: The pupil is able to locate a designated item in his room or on a map when given juxtapositional referents.

Key words:
relative location
juxtaposition
border
right
left
between
in front of
behind
beside

Materials:
1) map of the classroom for each child with the position of each desk or seat marked with the child's name
Note: Map should show part of adjacent classrooms or hallway.
2) geographical-terms chart

Pupil text: Pages 7-8

Procedure: Seat pupils at their desks. Lead them through a brief review of the preceding lesson. Reemphasize the idea that every place has location and a certain character. Location is simply the answer to where. A place's character simply means what a place is like. You can find out what a place is like by seeing what is at that place.

Begin today's lesson by choosing five pupils to come to the front of class. Arrange them with their backs to the class in the following positions:

○ Sue (in front of)
(beside) Karen ○ ○ Jim (between) ○ Bob (beside)
○ Ken (behind)

Explain that today's lesson is about location, and that one way to locate something is in relation to the other things around it. Every thing is located relative to something else. Direct attention to Sue. Ask who can tell where Sue is located in relation to Jim. Confirm, or supply the response. "Sue is in front of Jim." Follow the same procedure for Bob, Ken, and Karen using the positional terms: behind and beside.

Now direct attention to Jim. Ask who can tell where Jim is located in relation to the others. If offered, accept the response, "in the middle" but continue to question until you can confirm or supply the response, "Jim is between Karen and Bob and/or between Sue and Ken."

Have the pupils sit down. Distribute the map of the classroom. Ask if anyone knows what it is. Explain that it is a map of the room and that this is how the room would appear if we looked down through a hole in the ceiling. Have pupils orient the map to correspond to the room. Ask several of the class to tell their location by using the relative terms, in front of, beside, behind, and between. Tell them to refer to other things in the room and not people only.

Review by reemphasizing the idea that things and places can be located in relation to other things and places by using words such as in front of, beside, behind, and between. Collect and retain the classroom maps for next lesson.

Continue this lesson for a second class period.

Lesson Plan -- Topic 3b

Topic: Relative location (Second day)

Procedure: Begin by having five pupils arranged as in yesterday's lesson and then review locational terms in regard to their locations.

Extend the lesson by explaining it is also possible to locate Karen and Bobby by use of the words right and left. Proceed through a short drill in which the pupils must alternately raise their right and left hands. Check understanding of right and left by asking a few pupils to identify the person sitting to their right or left.

Return attention to the group of five students. Ask if anyone can tell where Karen and Bob are in relation to Jim by using the words right and left. Confirm or supply the correct responses:"Karen is to the left of Jim and Bob is to the right of Jim."

Now choose a pupil who has demonstrated correct usage of right and left, and take him to the opposite side of the group of five. Have him face the five and locate Karen and Bob using right and left. The responses should be the opposite of those in the preceding paragraph. Explain this by telling the class that whether a thing is to the right or left of something else depends on the side from which you are looking. Redemonstrate this point if there is any hesitation about it or if it is apparent the pupils don't understand what's happening.

Allow all the children to return to their seats. Redistribute the classroom map used in the previous lesson. Have pupils orient the map so that it corresponds to the room.

Check the pupils' understanding of right and left by asking a few to identify the person located on their right and left.

Direct attention to the map. The teacher might want to have the map duplicated on the chalkboard with other rooms and corridors of the school shown. Ask if any pupil can tell where his classroom is located by using the locational terms learned so far. Entertain correct responses and offer appropriate responses.

Explain that another way to locate one's classroom is by telling what it is next to or what it borders. Refer pupils to their map. Ask someone to locate his room by telling what it borders. For example, it borders Mrs. Clark's room, the hallway, and the janitor's closet. Extend the idea by asking someone to locate the school by telling what it borders. Explain that geographic places can be located in the same way.

Review the lesson by enumerating the juxtapositional terms which may be used to describe the location of some thing or place.

Display the geographical-terms chart. Conduct a short oral drill in which pupils are asked to locate various places by means of the juxtapositional terms.

Workbook -- Topic 3a & b

Exercise:	Positional location
Procedure:	Distribute workbooks. Instruct the students to open at the appropriate page.

Instruct them to look at the first row of pictures. In the first row mark an X on the picture in which the tree is to the right of the house.

In the second row of pictures mark an X on the picture in which the tree is behind the house.

In the third row of pictures mark an X on the picture in which the black house is in the middle of the white houses.

In the fourth row of pictures mark an X on the picture in which the black house is between the white houses.

Go over the exercise as a group for review.

Lesson Plan -- Topic 4a

Topic: Directional location (First day)

General learning task: The pupil learns that places can be located in a relative way by means of directional referents.

Specific learning task: The pupil learns that places can be located in terms of the cardinal and intermediate directions they are from each other or other phenomena.

Objective: The pupil can use a magnetic compass and/or his sun shadow to locate north, south, east, and west.

Key words:

cardinal direction	intermediate direction
north	northeast
south	northwest
east	southeast
west	southwest

Materials:

1) globe
2) directional arrows cut out of paper to stick on the globe
3) cardboard or paper compass of local areas
4) magnetic compass rose to put on floor
5) road map of local area for every two pupils

Pupil text: Pages 9-16

Procedure:

Seat pupils in a semicircle focused on the globe. Lead them through a review of the locational terms developed in the preceding lesson. Have them supply as many of the responses as possible.

State that another way to locate a place is by determining its direction in relation to other places or things. For example, we can say that our town is north of ________ and east of ________ (supply the names of appropriate town in your area).

Ask if anyone can point to north. Confirm or supply the correct response. Ask if anyone knows how to find out which way is north. Entertain whatever responses are offered. Confirm or supply that one way is to use a compass (for the purpose of this lesson no distinction will be made between true and magnetic north).

Display the compass; pass it around; explain that it is constructed so that the needle swings around and lines up with the magnetic North Pole of the earth. Have several pupils point to north using the compass needle as a referent.

Have the class gather around you. Place the paper compass rose on the floor, and orient it correctly by using the compass. Have one pupil stand in the center of the group and face north. Explain that the other directions, east, south and west -- which are on the compass rose -- can be found if you know where north is. Demonstrate this by having the pupil in the center lift his right hand. Ask the class to name the direction that is to his right when he faces north. Confirm the response "east." Ask this same question for each of the other directions. Emphasize that we must face north when doing this. State that the directions north, south, east and west are called the cardinal directions.

If the weather permits, take the class outdoors at noon. Take the magnetic compass and the paper compass rose with you. Explain that it is possible to find north without a compass by using your shadow at noon (1 P.M. daylight time). This segment of the procedure is valid only for all places north of the Tropic of Cancer and for all places north of the equator between September 22 and March 21.

Direct one or more pupils to stand with backs directly to the sun and observe their shadow. Explain that each shadow points north. Verify this for several pupils by using the compass. Ask the children to raise the right arm and tell in what direction they are pointing. Confirm "east." Do the same with the left arm and confirm "west."

Have one pupil stand on the paper compass rose. Orient N to his shadow. Have him raise both arms, and drill the class in naming the four cardinal directions.

Emphasize that to find north using shadows, we must do it at noon and have the sun shining on our backs.

Continue this lesson on a second day.

Workbook -- Topic 4a (First day)

Exercise:	Cardinal directions

Procedure:

Have the children sit at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Explain that there are four globes on the page. Each one has an arrow on it. Explain that pupils are to put an N for north, S for south, E for east or W for west in the arrow on each globe. Explain that the point where the lines come together on each globe is the North Pole.

Instruct all to look at globe 1. Ask in which direction the arrow is pointing. Seek group consensus. Confirm if the response is correct, and instruct pupils to enter the appropriate letter in the arrow. Ask them to explain their choice.

Follow this same procedure for all the globes. Review the exercise for reinforcement.

Lesson Plan -- Topic 4b

Topic:	Intermediate directions (Second day)

Procedure:

Seat the pupils in a semicircle focused on the globe. Review the preceding lesson. Drill on the cardinal directions. Ask how you can determine which way is north.

Now that pupils know how to find north, ask them what is meant by north. When we say that our town is north of ________, what do we mean?

Direct attention to the globe. Explain that it is a model of the earth. Demonstrate how it turns on its axis by holding the globe with the index fingers at the north and south poles and turning it with the thumb in a counterclockwise direction as you look "down" on the North Pole. Ask if anyone knows the name of the point where your index finger (North Pole) is holding the globe. Confirm or supply the response North Pole. Ask what the point on the opposite side of the earth is called, and confirm or supply South Pole.

Explain that north means toward the North Pole and south means toward the South Pole. Demonstrate this by placing an arrow pointing north on the globe at several points. Emphasize that no matter where you are on the earth, when you move toward the North Pole you are going north. Follow this same procedure for south.

Remind the class that east is simply to the right of north. Demonstrate this by placing the north arrow on the globe and the east arrow perpendicular to it. Do this at several points to show that no matter where you are on the earth (except right at the poles), east is always to the right of north when facing north. Do the same for west emphasizing that west is always to the left of north when facing north. You may add that east is where the sun rises, west is where it sets.

Review the cardinal directions by having a few of the pupils place the directional arrows on the globe.

Workbook -- Topic 4b (Second day)

Exercise: Intermediate directions

Procedure: Have the children sit at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Tell pupils to look at the compass rose and note the cardinal directions: north, south, east, and west. Ask how they would describe the direction of something that was halfway between north and east.

Entertain whatever responses are offered. Allow the pupils time to determine the answer and then stress northeast. If an impasse is reached supply the response, northeast. Explain that something located halfway between north and east is partly to the north and partly to the east. Therefore, the direction halfway between north and east is northeast. Instruct the class to print NE (N for north, E for east) in the blank at the northeast position.

Follow the same procedure for the other intermediate directions. When the exercise is complete, explain that northeast, northwest, southeast, and southwest are called the intermediate directions because they are halfway between cardinal directions.

Drill the class in locating objects at the intermediate directions in the classroom.

Lesson Plan -- Topic 5

Topic: Locating places by directional referents

General learning task: The pupil learns to locate places by means of directional referents.

Specific learning task: The pupil learns to locate places by using the cardinal and intermediate directions.

Objective: The pupil can locate a designated item in his room or on a map when given directional referents.

Key words:

north south
east west

Materials:

1) paper compass rose
2) road map on which local town is represented
3) magnetic compass

Note: The road maps should have other towns or places which can be located by means of the directional reference discussed. These places should be circled with different color markers for easy reference by the pupils. Have your own town marked with an X. There should be at least one map for every two pupils.

Pupil text: Page 17

Procedure: Seat the pupils in a semicircle focused on the teacher. Review the preceding lesson by reemphasizing the directional relationships among the cardinal directions.

Place the paper compass rose on the floor. Allow a pupil to orient it properly by means of the compass. Choose a pupil to stand in the center of the rose. Ask him to tell the direction from him of various prominent items in the room. Assist the pupil on the first couple of tries, and seek group concurrence on his responses. Choose one or two more pupils, and do the same. Explain that it is possible to locate places in the same way that objects around the room have just been located.

Have pupils return to their seats. Distribute the road maps. Help orient the maps correctly. Note the north arrow, and explain that most maps are drawn with north at the top of the map. Ask what direction is to the right on the map; confirm east; left, west; bottom, south.

Instruct pupils to locate their town marked with a X. Explain that they can locate other places on the map by telling what direction they are from their town. Refer them to the places circled with colored marker asking the class to tell directions from their town.

Reemphasize that places can be located by telling their direction relative to another place. This is relative location.

Workbook -- Topic 5

Exercise:	Relative directional location

Procedure:

Seat the children at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Set the stage for the exercise by explaining that each child is captain of the ship on the map. They are all tracking down smugglers, and they suspect that this island is the smugglers' camp. As they sail around the island, they are to record what they see and tell on which side of the island the place observed is. Orient them to north with the north arrow. This is an oral exercise, and its usefulness depends on how many questions involving the cardinal and intermediate directions the teacher can develop. For example, she might ask:

1) When your ship is in the position of the ship near the north arrow, what direction are you traveling? (east)
2) What can you see on the island from this position? (a bay or indentation) What side of the island is it on? (south)
3) Now you have turned your ship and are traveling this way. (Point to the ship's position with your finger.) Now what direction are you traveling? (north) What can you see on the island from this position? (Allow pupils to suggest what the block marked X is -- lookout tower, fort) What side of the island it it on? (east)

Continue this procedure around the island developing as many directional referents as you can. Allow pupils to color the picture.

As an ancillary activity the class could be divided into groups and have each group make up a story about an adventure on the island. Require pupils to make use of directional referents in the story. Allow the groups to present their stories to the class.

Lesson Plan -- Topic 6

Topic: Natural features

General learning task: The pupil learns that natural features are those which were present on the earth before man.

Specific learning task: The pupil learns that natural features include:
1) landforms;
2) climate;
3) vegetation;
4) hydrographic features.

Objective: The pupil demonstrates his understanding of natural features by choosing from among other options the pictures which illustrate these features.

Key words:

natural feature
landform
vegetation
climate
hydrographic feature

Materials: pictorials in which various natural features can be seen

Pupil text: Pages 18, 19, 20

Procedure: Seat the pupils in a semicircle focused on the pictorials. Review the idea that every place has a certain character and that by place character is meant simply what is the place like. Place character can be determined by seeing what is at a place.

Explain that a simple way of looking at all the features found at a place is to divide them into those features that are a part of nature and those features which were made by man.

Direct attention to the pictorials. Explain that today pupils will learn to identify as natural features those things that are a part of nature and which were on the earth before man. Have them identify as many natural features as they can without your help. Point out examples of common natural features like landforms (mountains, hills, plains), vegetation (cactus, trees, grass, vines), hydrographic features (ocean, lakes, rivers). Display pictures that illustrate various climates that occur at different places. Show scenes of tropical, desert and polar areas and scenes of the seasons. Use the appropriate terms in talking about natural features.

Explain that natural features help give a place a certain character. Use an example such as the following for illustration. Ask what natural features pupils think they might find in a desert place. If this doesn't stimulate discussion, try naming the features and have the pupils supply the characteristic word.

Reemphasize that natural features are those things that are a part of nature and that they help give a certain character to a place. Relate these points to the local environment.

Workbook -- Topic 6

Exercise: Recognizing natural features

Procedure: Seat the children at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Explain that this page has many pictures. Have the pupils study the pictures one at a time and then mark a big X on each picture of a natural feature.

This exercise may be done as a class activity, or the class may be divided into groups. Each group, through discussion, is to decide whether or not a picture shows a natural feature. A group chairman could be asked to report the selections of his group.

Review as a class exercise for reinforcement.

Lesson Plan -- Topic 7

Topic: Cultural features

General learning task: The pupil learns that cultural environmental factors are those present on the earth because man is here.

Specific learning task: The pupil learns that cultural features include:
1) language
2) technology
3) institutions

Objective: The pupil demonstrates his understanding of cultural features by choosing from other options the pictures which illustrate these features.

Key words:
cultural features   technology   customs
language   institutions

Materials: pictures in which various cultural features can be seen

Pupil text: Page 21

Procedure: Seat the pupils in a semicircle focused on the pictorials. Lead the pupils through a review of the preceding lesson. Reemphasize that the natural features found at a place help give it a certain character. Have pupils supply examples of natural features.

Explain that cultural as well as natural features are found at many places. Remind the class that cultural features are all those things made by man and that cultural features also help give a place a certain character.

Direct attention to the pictures. Ask the class to identify as many cultural features as they can without your help. Point out common features like houses and buildings, streets and bridges, bicycles, cars, trucks, and buses, etc. Also mention cultural features such as language, art, music, banks, schools, churches, hospitals and industrial plants.

Talk about the fact that cultural features help give a certain character to a place by using an example of:

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an industrial town with its many workers, mills, factories, noise and smoke; a governmental center such as Washington, D.C. with its public buildings, monuments, etc.; and a college or university town.

Reemphasize the point that cultural features are all those things made by man and that cultural features help give a certain character to a place. Relate these points to their local environment.

Workbook -- Topic 7

Exercise: Recognizing cultural features

Procedure: Have the children sit at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Explain that this page has many pictures. Tell the pupils to study the pictures carefully one after another and to mark an X on each picture that illustrates a cultural feature. In some pictures, there may be a natural feature in addition to the cultural feature -- such as the flowers on the TV set or the clouds in the sky. Have the pupils understand that they should choose the predominating feature in the picture. They will easily understand that the illustration of the airplane is not just a picture of clouds even though it does show some clouds.

This exercise may be done as a class activity, or the class may be divided into groups. Each group, through discussion, is to decide whether or not a picture illustrates a cultural feature. A group chairman could be asked to report on the selections of his group. If some in the group do not agree, have individual dissenters explain their point of view and then encourage class discussion on the points raised.

Review as a class exercise for reinforcement.

Lesson Plan -- Topic 8

Topic:	Place character
General learning task:	The pupil learns that place character results from the combination of features present at a place.
Specific learning task:	The pupil learns that place character is determined in part by the: 1) natural features occurring at a place; 2) cultural features occurring at a place.
Objective:	The pupil demonstrates his understanding of place character by being able to discriminate among pictures of different kinds of places on the basis of what he sees in the pictures.
Key words:	place character
Materials:	pictures of distinctively different kinds of places (desert, tropical island, big city, etc.)
Pupil text:	Pages 18, 19, 20, 21

Procedure:

Seat the pupils in a semicircle focused on the pictorials. Lead them through a review of the preceding lesson. Reemphasize the idea that the cultural features found at a place help give it a certain character. Have the class suggest examples of cultural features.

Explain that the combination of features occurring at a place gives it a certain character. Direct attention to the illustrations. Instruct pupils to view each picture and identify the various kinds of features they see. Call on individual pupils to categorize the features as natural or cultural. Try to give them a "feel" for the place they are viewing by dramatizing its character. If they are looking at a desert place, emphasize the dryness, the struggle to obtain water, signs of the heat, the lack of vegetation, etc. Label the character of the place with the word, desert. This is a desert place.

If the picture shows a city place, emphasize the hustle and bustle of people and cars, the city noises, the tall buildings, etc. This is a city place. The combination of a variety of features gives it this character.

Workbook -- Topic 8

Exercise: Recognizing place character

Procedure: Have the children sit at their desks. Distribute workbooks and instruct them to turn to the appropriate pages.

Explain that we have pictures of six different kinds of places or that each of these six places has its own character.

Divide the class into groups. Assign one picture to each group. Each group is to view its picture; catalog the features occurring there (orally), assign a word label descriptive of its character and report, in turn, to the class.

Keep this exercise brief.

Now make the connection with the local environment by following the same procedure for the area in which the pupils live. Culminate by assigning a word label indicative of the character of their place and reemphasizing that place character is the result of the natural and cultural features that occur at a place.

Allow pupils to color the pictures.

Lesson Plan -- Summary

Topic: Place, location and character

General learning task: The pupil learns that geographers study places to learn about the earth and that every place has a location and a character.

Specific learning task: Through the procedure of an integrative review the pupil learns that:

1) geographers study the earth
2) the earth is too large to study all at once
3) geographers study places to learn about the earth
4) every place has a location which can be in terms of:
   a) juxtapositional referents such as beside, behind, between, bordering on
   b) directional referents such as the cardinal direction
5) every place has a character, part of which results from:
   a) the natural features occurring there
   b) the cultural features occurring there

Materials: Use a sampling of the materials from preceding lessons to illustrate as many of the main and secondary points as is possible in a passing review.

Pupil text: Page 22

Procedure: Seat the children in a semicircle where they can focus on the pictures and other illustrative materials.

Begin by explaining that geography is the study of the earth and that one of the reasons why geographers study the earth is because the earth is man's home.

Display a globe. Identify it as a model of the earth. Make the points that the earth is very large compared to man and that there are so many things on it and so many things taking place all over it, that it is humanly impossible to study the entire earth all at once. Instead, geographers study places to learn about the earth. Explain that a place is just a part of the earth's surface. Point to several places on the globe as you speak.

Reemphasize the point that there are two basic things to consider when studying a place. One is its location or where the place is. Every place has a location. Places may be located in terms of other places and things they are near. Review the locational terms beside, between, border, etc. Places may also be located in terms of the direction they are from other places or things. Review the terms north, south, east, west. Illustrate their correct use by locating some objects in the room by means of directional referents.

The second thing to consider when studying a place is its character or what the place is like. Explain that part of a place's character results from the natural features present there. Show pictures to illustrate a dry or desert place, a mountainous place, a tropical place, etc. Have the children name some natural features and point to them in the pictures. Continue to develop the concept that the character of a place is influenced by the cultural features present there. Show pictures which illustrate various cultural features. Ask the children to name some and point them out in the pictures.

An alternate procedure would be to have the children supply all the responses and the teacher confirm the correct ones. Only if an impasse is reached should the teacher supply a response.

Lesson Plan -- Topic 9

Topic: Environment

General learning task: The pupil learns what environment is.

Specific learning task: The pupil learns that environment means surroundings or all those things around us.

Objective: The pupil is able to respond verbally in a satisfactory manner in answer to the question, "What is our environment?"

Key words: environment

Materials:

1) general pictures of people in a neighborhood or town
2) if there is an aquarium in the classroom, this could be used

Pupil text: Pages 25, 26, 27

Procedure: Have the children sit in a semicircle focusing on the visuals. Begin by explaining that the class is about to begin a new series of lessons on environment.

Ask if anyone has any idea of what an environment might be. Entertain whatever responses are offered. Grasp and expand any thought appropriate to developing a notion of environment. If you have an aquarium in the room, turn attention to it with the statement that the fish live in an environment. After a brief pause ask again if anyone has any idea of what an environment might be.

Direct attention to a picture of some people in a small town or city or in a village in an underdeveloped land. Say that these people are living in an environment. Ask pupils to identify some of the things they see in the picture. Explain that all the things they have identified are part of the environment in which the people live.

Ask the pupils if they live in an environment. Develop the idea that their environment is made up of all the things around them throughout the day and their whole life. Have them identify some of the things that are a part of their environment. Return attention to the aquarium and identify some of the things in the fishes' environment. Ask pupils whether it is the same as their own environment.

Summarize by restating a simple definition of environment. Our environment is all those things around us. Ask a couple of pupils to describe their environment.

Workbook -- Topic 9

Exercise: Our environment is all around us

Procedure: Seat the pupils at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Explain that on the page they see a sentence. Ask if anyone can read the sentence. If not, read it aloud yourself.

Instruct the pupils to complete the sentence by tracing over the light letters to spell the word environment. When they have completed the above, tell them to draw in around the central caption some of the things that are a part of their own environment.

Lesson Plan -- Topic 10a

Topic: Elements of an environment (First day)

General learning task: The pupil learns that some environmental elements are part of nature, and some are made by man.

Specific learning task: The pupil learns that:

1) natural elements are all those things which were on the earth before man; they include landforms, vegetation, soil, climate, etc.
2) cultural elements are all those things on the earth which man has made; they include language, art, buildings, social institutions, roads, cars, etc.

Objective: The pupil is able to discriminate between natural environmental elements and cultural elements.

Key words:

vegetation
landforms
river
climate
mineral
nature
soil
buildings
art
social institutions
elements

Materials: Selection of pictures which illustrate natural and cultural environmental elements and depict environments different from the local one

Pupil text: Page 28

Procedure: Seat the children in a semicircle focused on the visuals. Begin by leading the class through a review of the preceding lesson. Reemphasize the idea that all environment is made up of all the things around a person.

Ask the class to identify some of the things that are a part of their environment. List these on the chalkboard under the title, Elements of Our Environment. Explain that the word element means part and that the class is listing the parts or elements that make up their environment. In listing the elements introduce the appropriate terms. For example, if the children suggest trees, grass, bushes, etc., group these under the category of vegetation.

After the class has listed as many elements as possible, direct attention to the pictures. Ask the children to identify any elements of the depicted environments which differ from their own. For example, if you show a desert scene with people living in tents and sheep or goats grazing among varying types of desert vegetation, note that there is vegetation but it's different from ours, etc.

Proceed to the objective of the lesson by asking the class where all these environmental elements they have been talking about came from. Use their responses to develop the idea that some of the elements they see in their environment are a part of nature and were on the earth before man was here. Those are called natural elements. Some of the elements they see in their environment were made by man. Those are called cultural elements.

Call to pupils' attention that these environmental elements are the same as the natural and cultural place features they learned about in lessons 7 and 8.

Continue this lesson on a second day.

Workbook -- Topic 10a

Exercise: Elements in our environment (First day)

Procedure: Seat the children at their desks. Distribute the workbooks and instruct them to turn to the appropriate page.

Explain that the pictures are of environmental elements--some natural and some cultural. Instruct pupils to look at the pictures one at a time and decide if it portrays a natural or cultural element. If it is a natural element, the picture could be marked with an X. If it is a cultural element, they are to mark the picture with a ✓.

As work proceeds on the exercise, circulate around the class giving help and reinforcement where necessary.

After pupils have completed marking the pictures, go over the exercises as a class activity, one picture at a time, for reinforcement.

Lesson Plan -- Topic 10b

Topic: Elements of an environment (Second Day)--field trip

Procedure: Before setting out on the field trip, review briefly the preceding lesson to reinforce the pupils' idea of environmental elements and the difference between natural and cultural elements.

Explain to the pupils that, as they walk or ride, they are to look out for the many different kinds of elements in the environment. Remind them that, on return to the classroom, they will be required to checkmark the pictures in their workbook that show the same kinds of elements which they recognize during the field trip. They will undoubtedly see many elements not illustrated in the pictures; encourage them to identify these verbally.

As the group moves along, ask them to classify one or another element as natural or cultural. Instruct the pupils to look for different kinds of trees, wildlife, etc.

Workbook -- Topic 10b

Exercise: Recognition of the elements of natural and cultural features

Procedure: On return from the field trip, distribute the workbooks and have pupils turn to pages with illustrations of natural and cultural elements. Have them check the types of environments they saw during the outing and point out how the illustrations differ from what they actually saw. If there is time, this might be a period for some original drawing or pasting up of cut-outs from journals and magazines illustrating cultural and natural features.

Lesson Plan -- Topic 11

Topic: Environment and places

General learning task: The pupil learns that every place has an environment and that environments differ from place to place.

Specific learning task: The pupil learns that:

1) the combination of features at any place constitutes an environment;
2) the combination or set of features varies from place to place; therefore, environments vary.

Key words: differ combination

Materials: pictures of people in varying environments such as desert people with their tents and animals; arctic people with their shelters; city people, rural people, etc. If possible use pictures of obviously and distinctively different environments.

Pupil text: Page 30

Procedure: Seat the pupils in a semicircle focused on the visuals. Begin by leading the class through a review of the preceding lessons. Reemphasize the point that an environment is made up of all the things around a person. Some are natural elements, some are cultural.

Begin today's lesson by directing class attention to one of the pictures (cut-outs). Instruct pupils to view what they see as an environment or a combination of a group of environmental features or elements. Ask what the pictures show that is different from or similar to their own environment.

Follow this same procedure with three or four distinctively different environments. Use this procedure to develop the idea that environments differ from place to place because there are different combinations of environmental elements from place to place.

Conclude this lesson emphasizing that environments differ from place to place.

Workbook -- Topic 11

Exercise: Environments differ from place to place

Procedure: Seat the children at their desks. Distribute the three sheets of cut-outs labeled Topic 11 and packaged separately.

Supply crayons to color the pictures of environmental elements before the pictures are cut out.

When the pictures have been colored, distribute the scissors and instruct pupils to cut the pictures along the solid black lines. Then assemble the groups of elements from each environment into a table display.

A postboard sign could be prepared for the wall behind the display. The title of this exercise could serve as the display title.

A second class period may be needed for this activity.

Lesson Plan -- Topic 12a

Topic: Environment and man (First day)

General learning task: The pupil learns that man relates to his environment.

Specific learning task: The pupil learns that:

1) everyone lives at some place; therefore, everyone lives in an environment;
2) man is influenced by his environment.

Key words: influence relate

Materials:

1) pictures which show man influenced by varying environments;
2) record: Sounds of Language, obtainable from the Anthropology Department, University of Georgia(Optional)

Pupil text: Pages 31-32

Procedure: Seat the children in a semicircle focused on the display completed the preceding day. Use the display to reemphasize that environments vary from place to place because the combination of natural and cultural elements varies from place to place.

Begin today's lesson by asking pupils if their particular environment influences them in any way. Explore briefly that the word influence means to affect or cause an action. Restate the question as follows: "Does your environment affect you or cause you to act in a certain way?" Entertain whatever responses are offered. If any are appropriate to developing the learning task, confirm and expand them.

Direct attention to the pictures. Ask pupils to tell anything the people have done because of their environment. Concentrate on the influence of natural elements first. Have the class identify what people have done because of the influence of the natural elements. This could include: clothes to keep warm or dry; houses to keep warm, dry, or cool; wells or irrigation devices to obtain water in a dry area; electricity, kerosene, etc. to provide light. Repeat the same questions about their own environment. Reemphasize the point that man's natural environment induces man to do certain things.

Continue this lesson on a second day to develop ideas concerning the influence on man of the cultural environment.

Lesson Plan -- Topic 12b

Topic: Man is influenced by his environment (Second day)

Procedure: Begin by leading the pupils through a review of some of the ways in which man is influenced by his natural environment.

Ask pupils what language they speak. Ask why they don't speak Hindi or Japanese or some other language. Play side 1 of the record Sounds of Language. Ask pupils to identify their language when they hear it. Develop the idea that they speak their language because it is the language used in their cultural environment. Language is part of their cultural environment. (Optional)

Direct attention to a picture which shows someone obeying a law such as stopping at a stop sign. Ask pupil if their father or mother stops at stop signs or red lights. Then ask why they stop. Develop the idea that laws are part of their cultural environment and we all have to learn to obey certain laws.

Follow this same procedure with religion, celebration of holidays, choice of foods, etc. If possible, use pictures of people from different cultures to show that they are influenced to speak the language, eat the foods, obey the laws, worship, celebrate certain holidays because of the influence of their particular cultural environment.

Workbook -- Topic 12a and b

Exercise; Man's natural environment influences him; man's cultural environment influences him

Procedure; Seat the children at their desks. Distribute the doll cut-outs packaged separately and labeled Topic 12.

Allow the pupils to color the dolls and clothes. Distribute the scissors and have the children cut out dolls and clothes after choosing which pieces of clothing belongs to each doll.

Use the clothes to illustrate that:
1) man's natural environment influences him;
2) man's cultural environment influences him.

You may want to construct a bulletin-board display, appropriately labeled and using some especially well-done children's materials.

Lesson Plan -- Summary

Topic: Environment

General learning task: The pupil learns what environment is.

Specific learning task: Through the procedure of an integrative review the pupil learns that:

1) our environment is all those things around us;
2) some environmental elements are natural;
3) some environmental elements are cultural;
4) environments differ from place to place;
5) everyone lives in an environment;
6) man's environment influences him.

Materials: Use a sampling of the materials from the preceding lessons to illustrate as many of the main and secondary points as is possible in a passing review.

Pupil text: Page 33

Procedure: Seat the children in a semicircle focused on the pictures and other illustrative materials.

Begin by directing attention to a picture of a general life scene with people in it. Reemphasize the idea that an environment is made up of all the things around a person. Make reference to the aquarium and the fishes' environment as an analogy. Point out several things in the picture as examples of things that surround a person. Refer to some abstract items such as language, religion, and laws.

Explain that the things around us which make up our environment are called environmental elements. Some of these are natural elements and some are cultural elements. Refer in turn to each of the natural environmental elements in the picture, such as the sky or atmosphere, river, soil, and vegetation. Develop the idea that natural elements are of nature and were on the earth before man.

As a contrast, point out several cultural elements in the picture. Explain that cultural elements are made by man and include things such as roads, buildings, language, music, government, and sports.

Discuss the fact that environments differ from place to place because the group of elements differ from place to place. Compare and contrast two or three pictures of distinctly different environments such as a big city, a tropical island, and a rural area. Point out the difference in the elements that occur in these places. Use this to lead to the idea that everyone lives in some kind of environment, and many people live in an environment different from our own.

The final point is that man's environment influences him. Use the local environment as an example. We have furnaces and heaters and/or air conditioners in our homes because man tries to make himself more comfortable in his environment. So we can say man's natural environment influences him.

Man's cultural environment influences him also. We speak our own language, like certain foods, play certain sports, run our government in a certain way, obey laws, and worship in a certain way because all these things are part of our cultural environment. We have grown up with them, are used to them, have grown to like them. We usually think other people's cultural elements are strange if they are very different from our own, and they may also think ours are strange.

An alternate procedure would be to pose questions and have the children supply as many responses as possible. Ask the class to point out and discriminate among environmental elements, etc. Use the local environment to support the points in the lesson as much as possible.

PICTORIAL TEST

Pictorial Test

Directions for Administering

Before the test period, enter the pupils' names on the front of the test booklets. Reproduce the layout of the demonstration page and page 1 on the chalkboard for use in teaching how to mark the pictures and what is meant by top, middle and bottom row of pictures. (It is not necessary to reproduce the pictures).

In preparing to administer the test, be sure the following materials are on hand:

1. a test booklet for each pupil
2. sufficient pencils for all pupils
3. the demonstration copy of the test booklet

Just before starting to administer the test, do the following:

1. see that all pupils' desks are cleared
2. check to see that the room is properly ventilated and lighted
3. make sure all the children can see you when you stand in front of the class

Just before you distribute the test booklets and pencils, say:

> I am going to give each of you a booklet and a pencil. DO NOT open the booklet until you are told to do so. DO NOT make any marks in the booklet until you are told to do so. Make sure that your name is on the front of the booklet.

Distribute the test booklets and the pencils being sure that each pupil gets the booklet with his name on it. After completing this, say:

> Now we are going to open our booklets and find some things to do with pictures. Open your booklet and fold the cover page back. See the long word 'demonstration' at the top of the page.

Hold up your demonstration copy. Tell the children to open their books to this page and fold back the cover page. Put your finger on word at the bottom of the page. Tell the pupils that you are going to help them do the test on this sample or demonstration page. Then say:

> Now look at the top row of pictures.

Point to the top row of pictures in your demonstration copy and on the page layout on the chalkboard. Then say:

> I am going to ask you to mark one of the pictures with an X; this will help you practice for the other pages. Listen carefully to which picture I want you to mark and we'll all do this together.
>
> Now look at the top row of pictures. In this top row of pictures, mark an X on a picture of an automobile. The third picture is a picture of an automobile, so everyone mark an X on that picture.

Demonstrate marking an X on the third picture.

> In the middle row of pictures, mark an X on the picture of someone fishing. Let's all look at the three pictures. We can see, then, that the first picture shows someone fishing, so we mark a big X on that picture like this. Everyone mark an X on that picture.

Demonstrate marking an X on the picture in your teacher's manual and on the chalkboard. Make the X big but don't entend it beyond the picture area. Check to see that everyone marked the right picture. Then say:

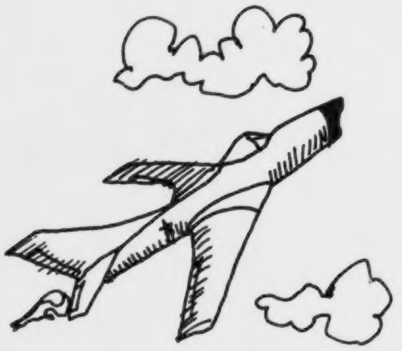
> Now let's look at the bottom row of pictures. In the bottom row of pictures mark an X on the picture of a forest. (Pause to give children a chance to view the pictures.) We can see that the third is the correct picture because we know that a forest has many trees in it and the third picture shows trees. Everyone mark a big X on the first picture.

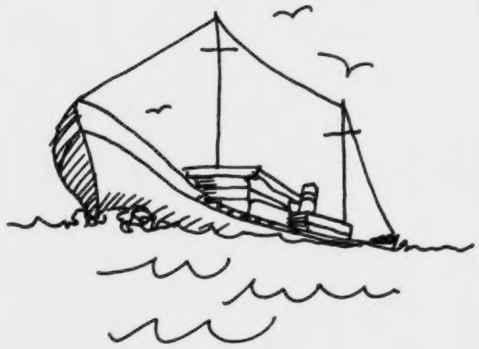
Demonstrate marking an X on the third picture.

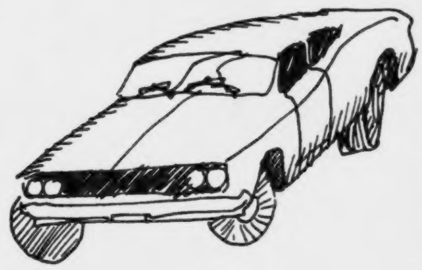
> Does everyone understand how to mark the pictures? Does everyone understand what top, middle, and bottom row mean: On each of the pages you will find three rows of pictures, a top row, a middle row, and a bottom row. In each row I will ask you to mark a picture with an X by yourself without my help. Everyone turn to page 1.

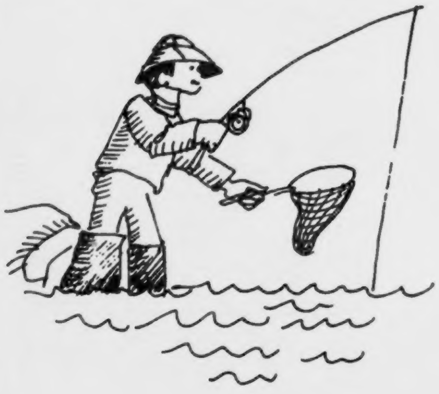
Turn to page 1 in the teacher's copy and point to the 1 at the top of the page. Make a 1 on the chalkboard.

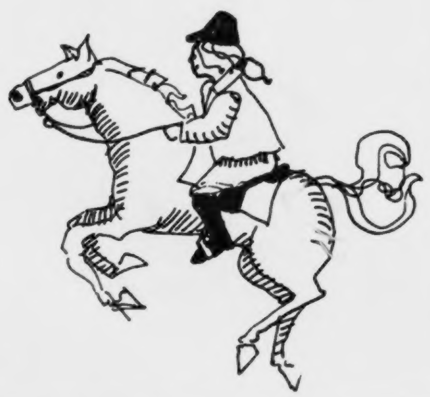
DEMONSTRATION SHEET

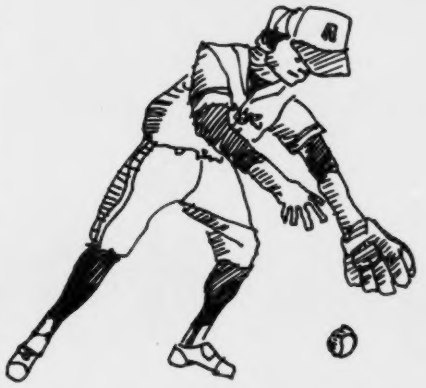


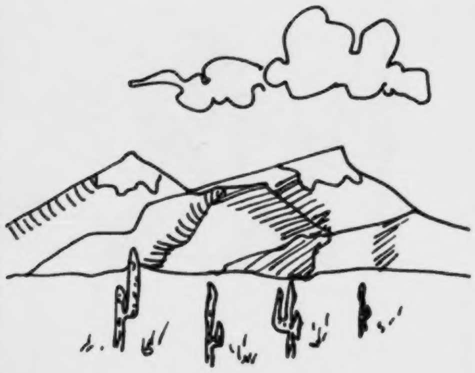


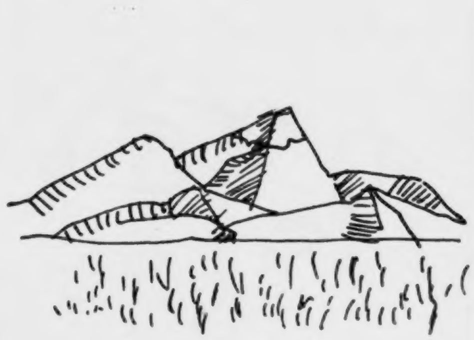


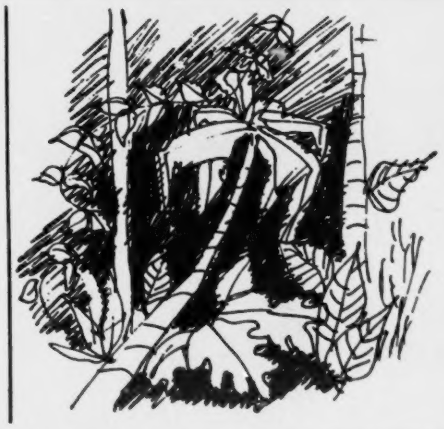












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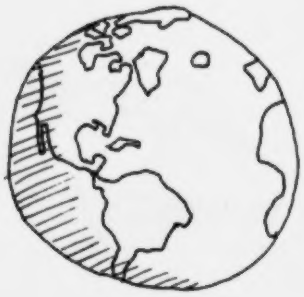
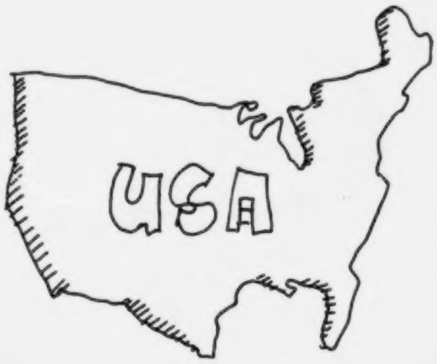
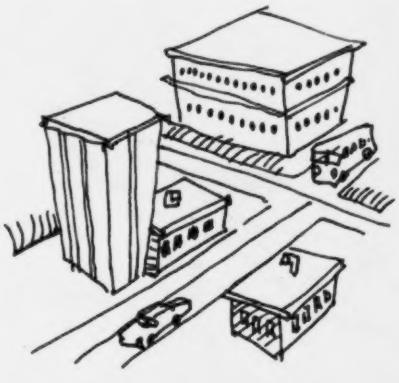
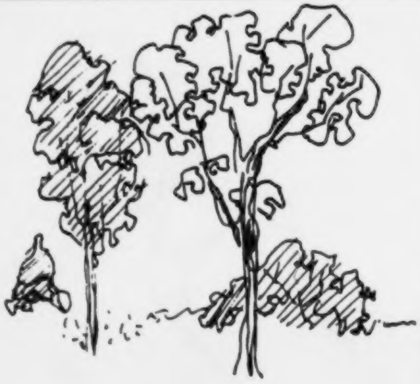
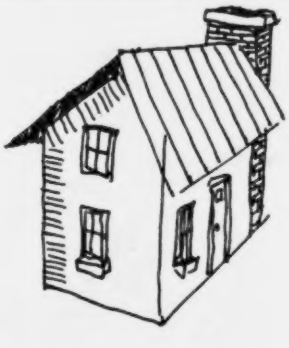
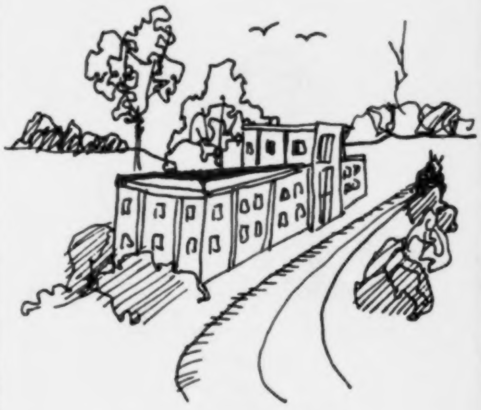


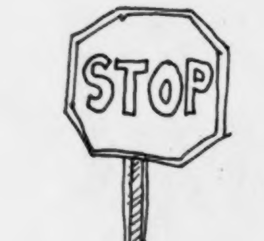


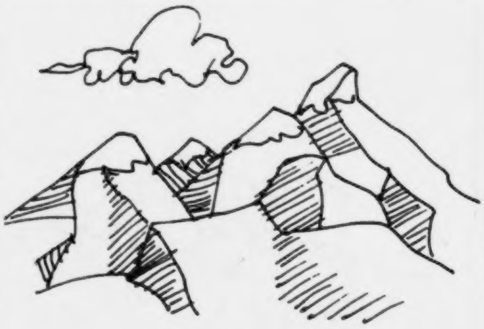


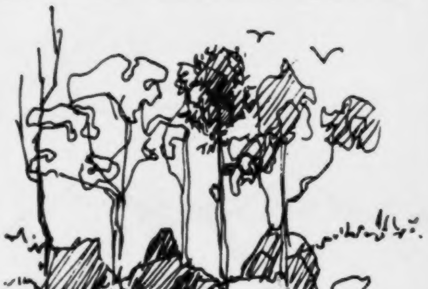












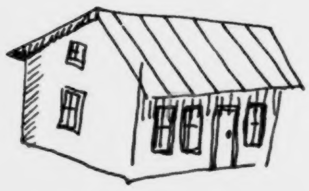
1. Everyone look at the top row of pictures. In the top row of pictures mark an X on the picture of the place which would be easiest to know all about. MARK ONLY ONE PICTURE. (Repeat the instructions in this manner for each item...pause 15-20 seconds on each item to allow the children to respond.)

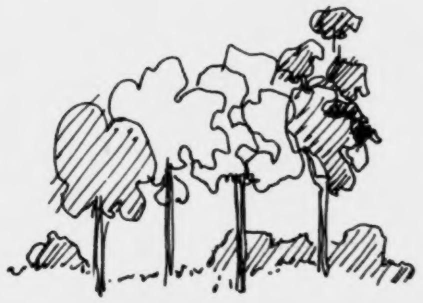
2. In the middle row of pictures, mark an X on the picture that teaches us about place character.

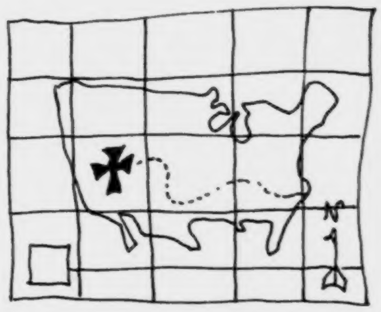
3. In the bottom row of pictures, mark an X on the cultural environmental element.

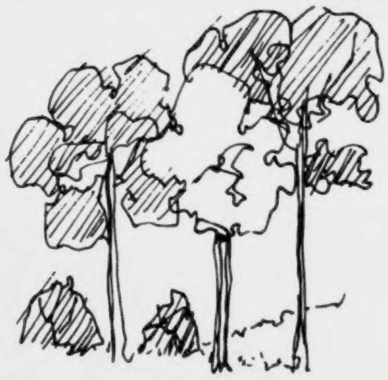
Everyone turn to page 2.

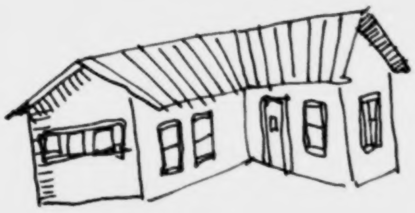
2

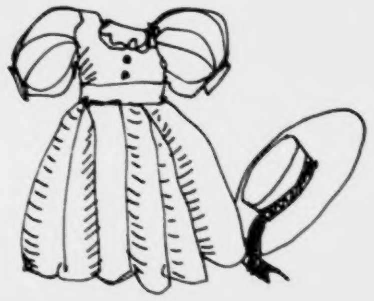


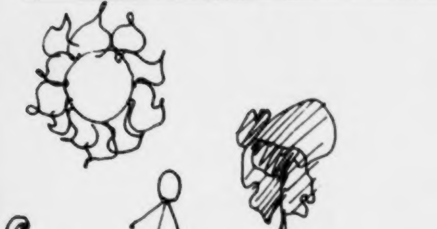


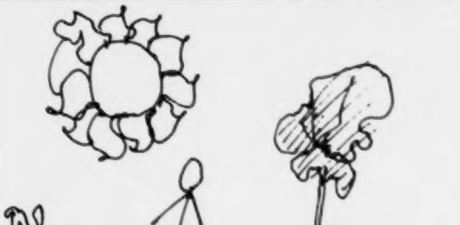


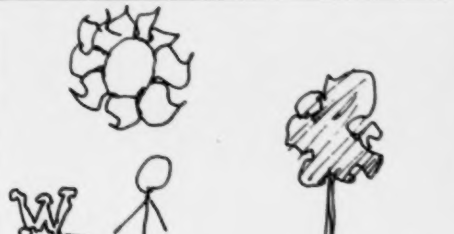












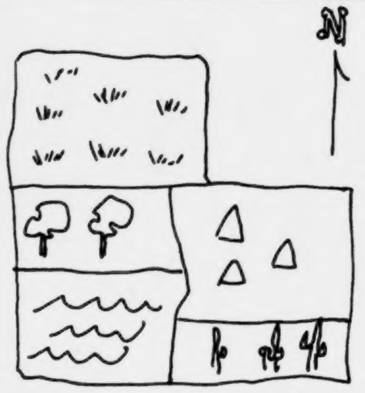
4. In the top row of pictures, mark an X on the picture that has to do with place location.

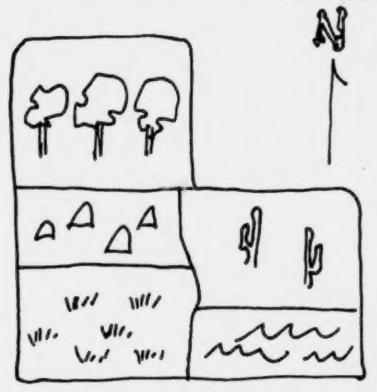
5. In the middle row of pictures, mark an X on a natural environmental element.

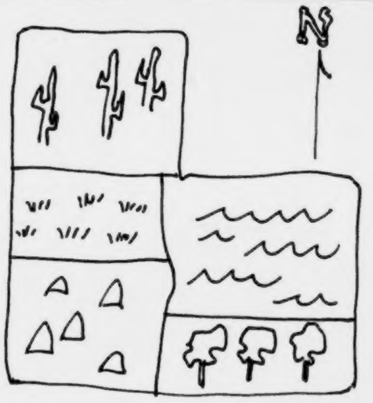
6. In the bottom row of pictures, mark an X on the picture that has the letters in the right places.

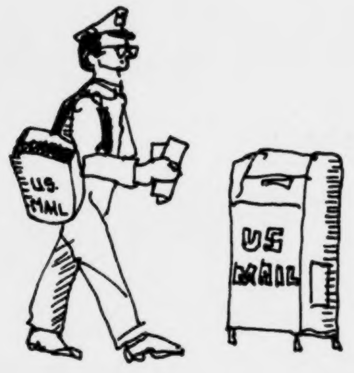
Everyone turn to page 3.

3





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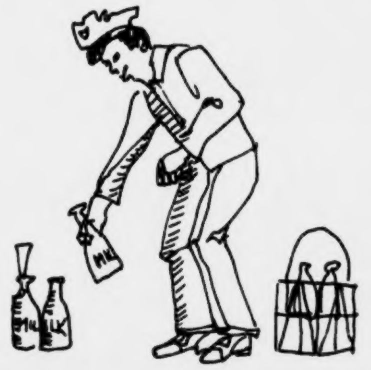
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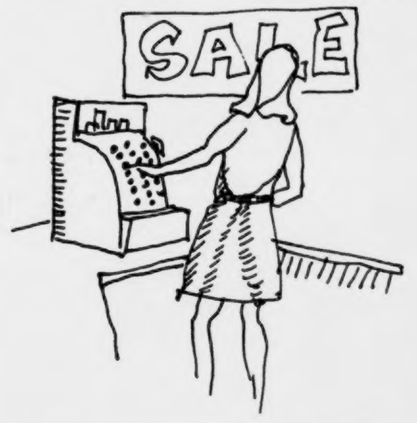
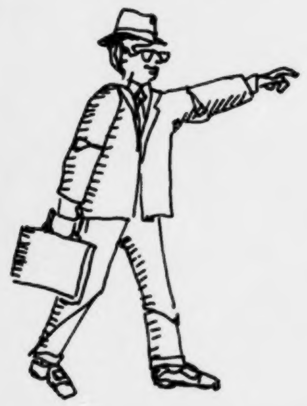
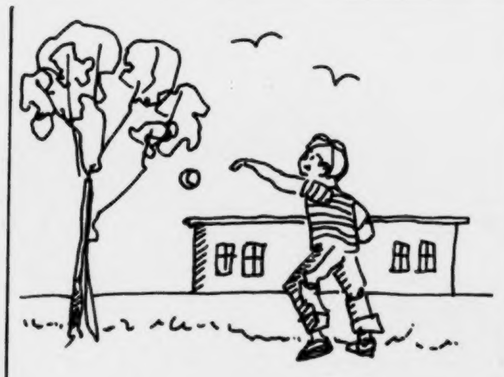
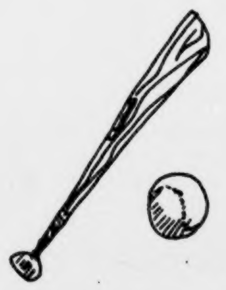








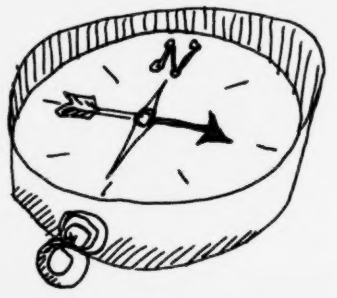
7. In the top row of pictures, mark an X on the picture in which Grassland is southwest of Cactusland.

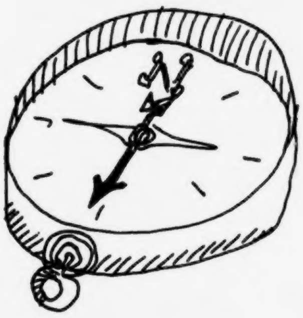
8. In the middle row of pictures, mark an X on the picture of someone who doesn't have to know about location.

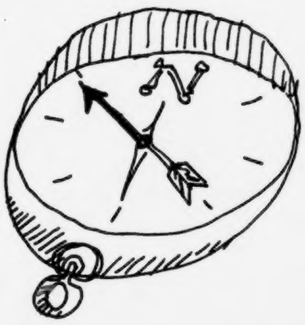
9. In the bottom row of pictures, mark an X on an environment.

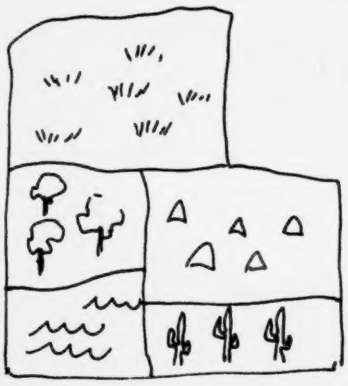
Everyone turn to page 4.

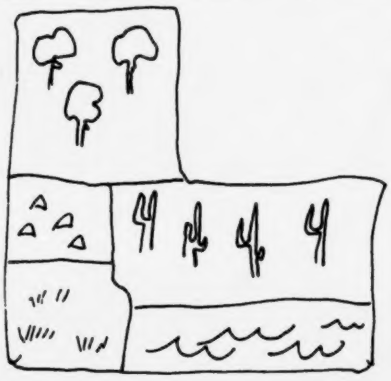
4

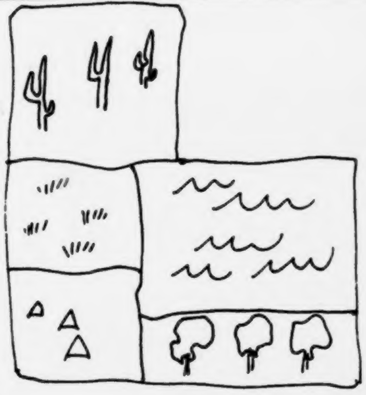


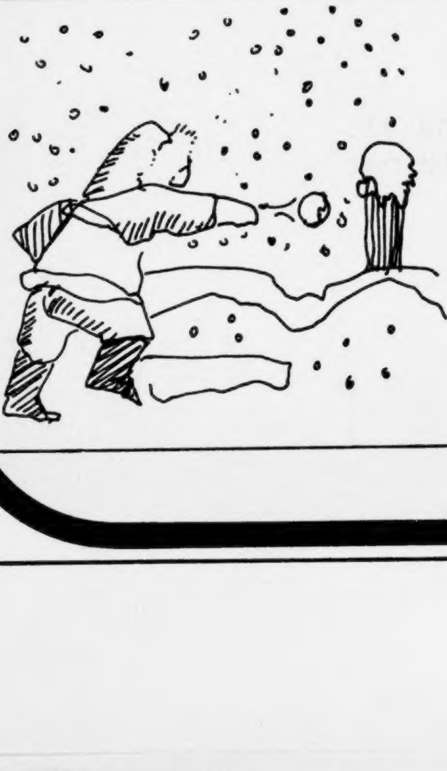


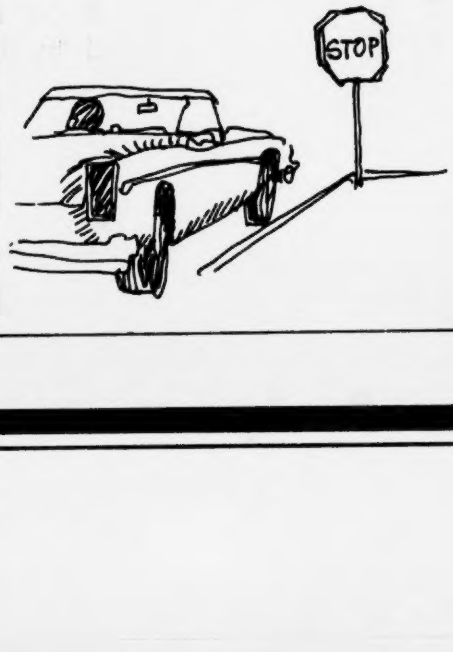


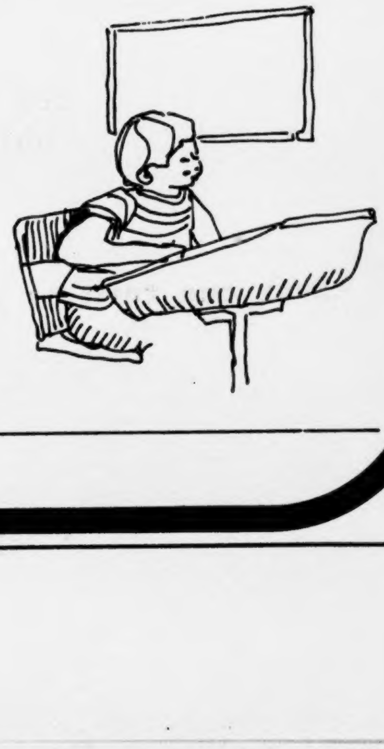












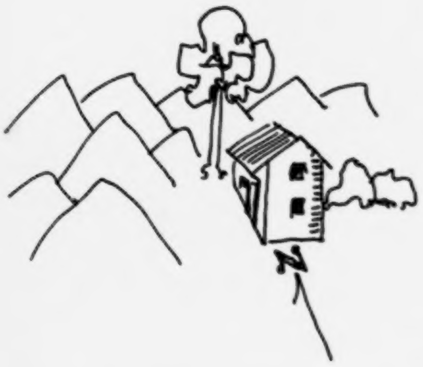
10. In the top row of pictures, mark an X on the picture in which the arrow is pointing east.

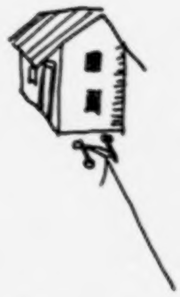
11. In the middle row of pictures, mark an X on the picture which shows Treeland bordering Cactusland.

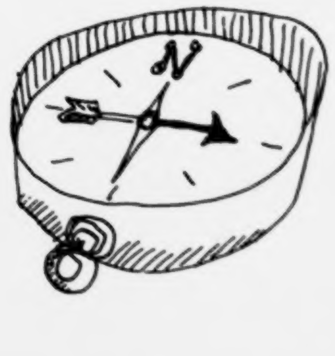
12. In the bottom row of pictures, mark an X on the picture which shows one way in which man has been influenced by his natural environment.

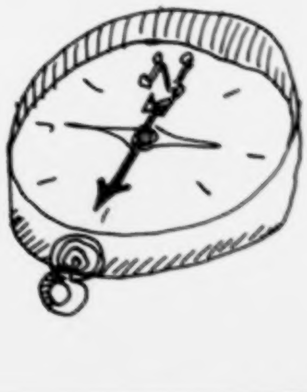
Everyone turn to page 5.

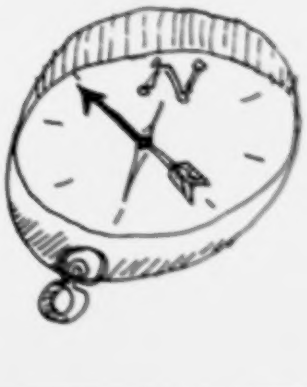
5

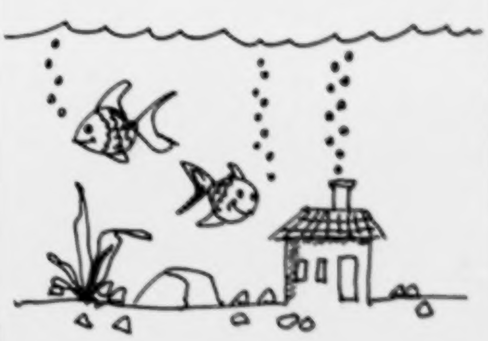












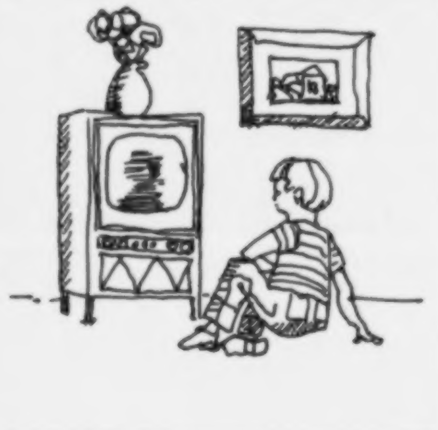
13. In the top row of pictures, mark an X on the house where the location can be described.

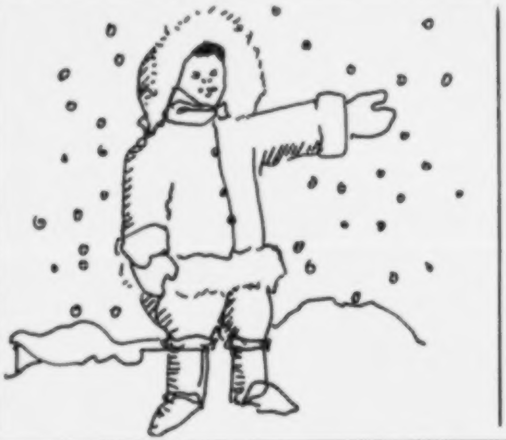
14. In the middle row of pictures, mark an X on the picture in which the arrow is pointing northwest.

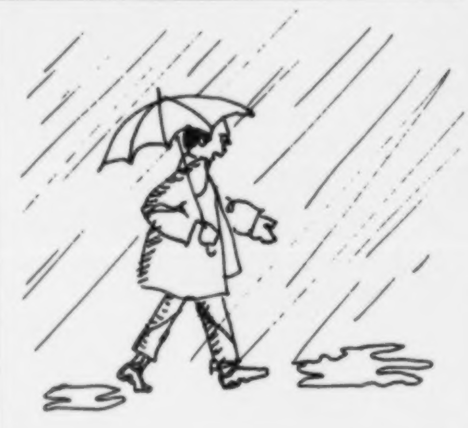
15. In the bottom row of pictures, mark an X on an illustration of environment.

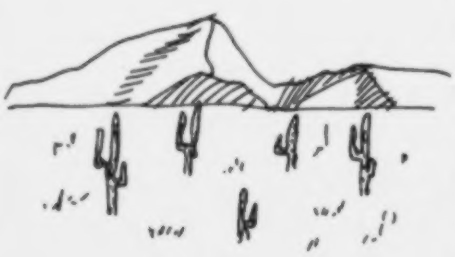
Everyone turn to page 6.

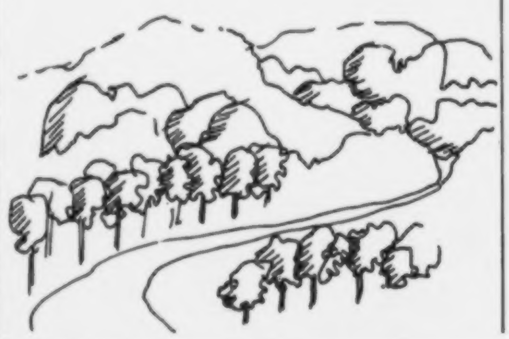
6

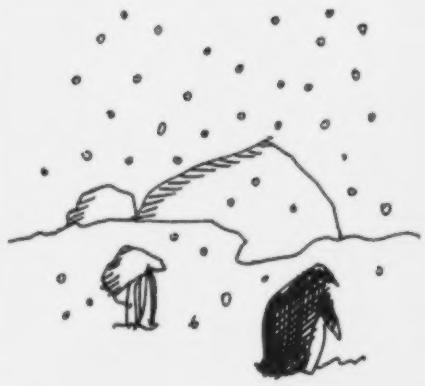










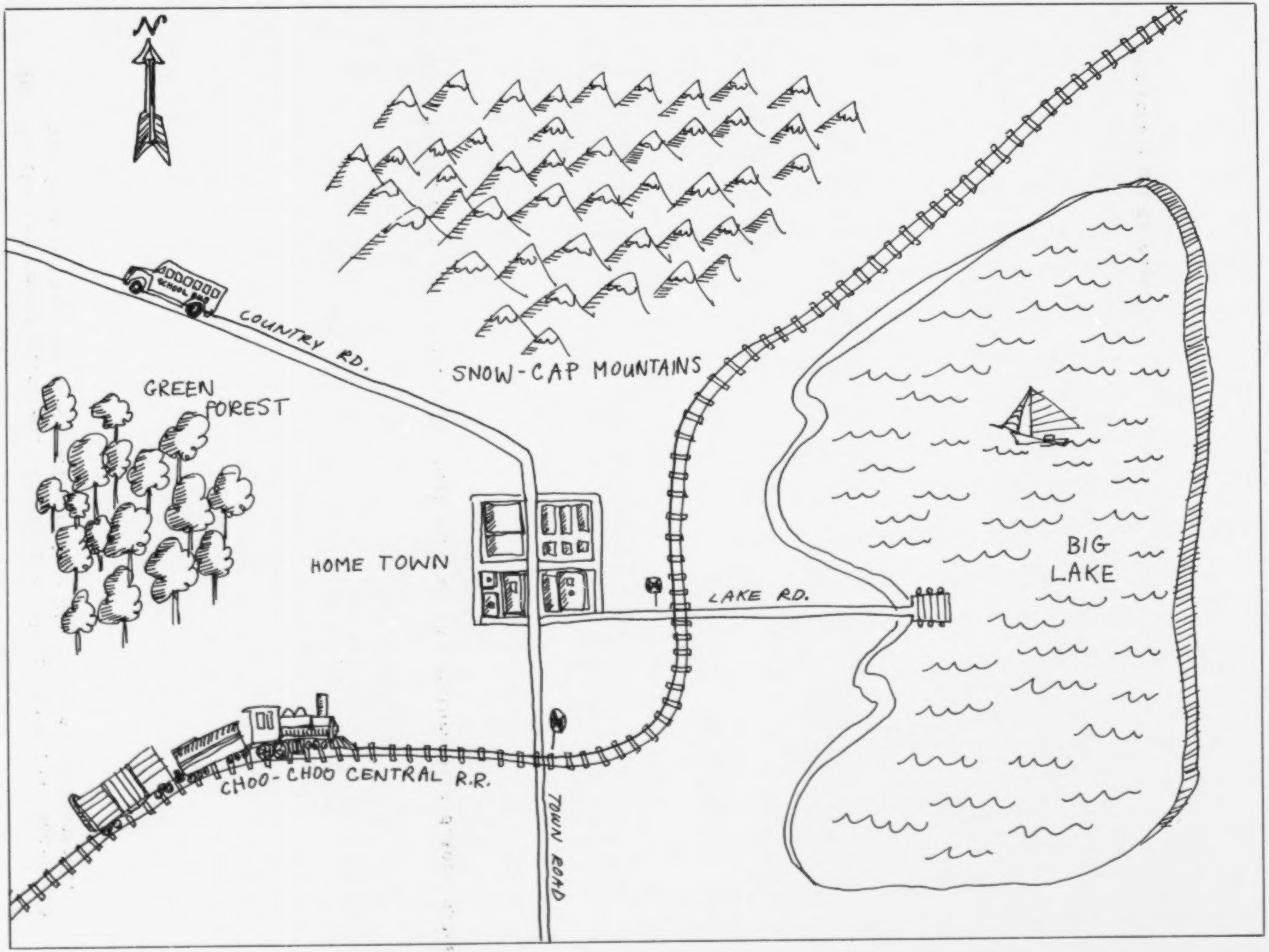


16. In the top row of pictures, mark an X on the picture that shows one way in which man has been influenced by his cultural environment.

17. In the next row of pictures, mark an X on the picture of a desert place.

Everyone turn to page 7.

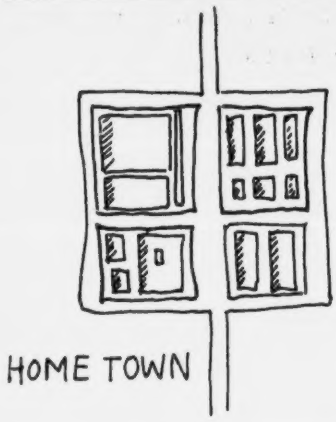
"A Place"

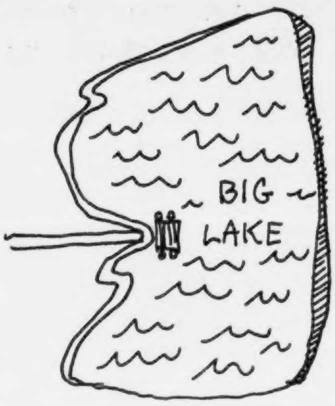

N
SCHOOL BUS
COUNTRY RD.
SNOW-CAP MOUNTAINS
GREEN FOREST
HOME TOWN
LAKE RD.
BIG LAKE
CHOO-CHOO CENTRAL R.R.
TOWN ROAD

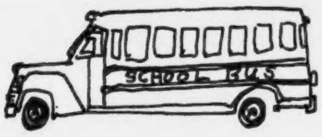
On the next page there is a map. Everyone look at the map. This is a map of "A Place." On the map you see mountains (point to them in your copy), a school bus on a road, a town with streets, a train on tracks, and a lake.

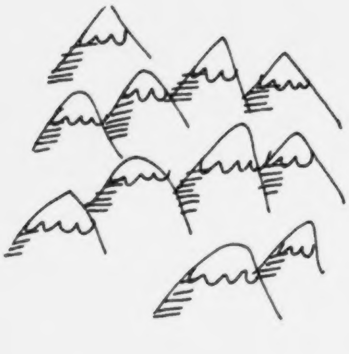
On page 7 there are three rows of pictures. I'm going to ask you to mark one picture in each row. When I ask you to mark a picture, look at the map opposite to help you find out which picture you are to mark.

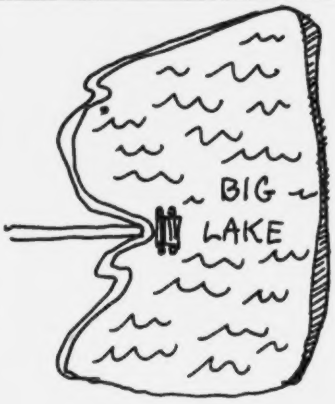
7

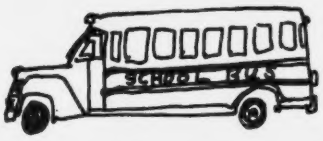


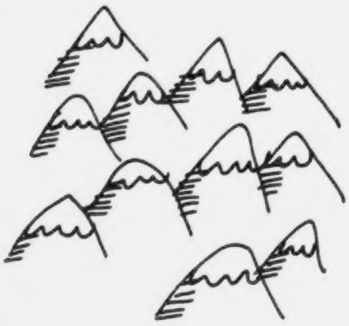


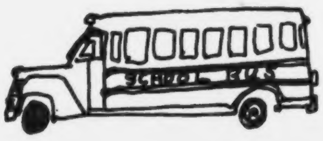


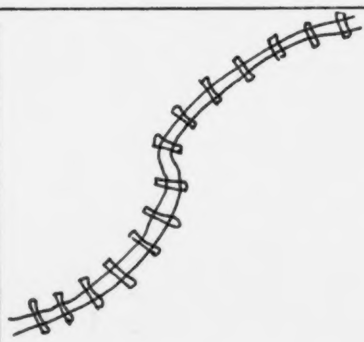












18. In the top row of pictures, mark an X on something or someplace located south of the mountains.

19. In the middle row of pictures, mark an X on what is located east of the town.

20. In the bottom row of pictures, mark an X on what is located between the town and the lake.

TEST KEY

	Item			
	1	☐	☐	☒
	2	☐	☐	☒
1	3	☒	☐	☐
	4	☐	☐	☒
	5	☒	☐	☐
2	6	☒	☐	☐
	7	☐	☒	☐
	8	☐	☐	☒
3	9	☐	☒	☐
8	10	☒	☐	☐
	11	☐	☒	☐
4	12	☒	☐	☐
	13	☒	☐	☐
	14	☐	☐	☒
5	15	☐	☒	☐
	16	☒	☐	☐
6	17	☒	☐	☐
	18	☒	☐	☐
	19	☐	☒	☐
7	20	☐	☐	☒

N. Helburn

ED0 43550

Publication No. 69-4a

PLACE AND ENVIRONMENT
Grade One Geography Unit

William Imperatore

Pupil Text

SO000 281

GEOGRAPHY CURRICULUM PROJECT
University of Georgia
Athens, Georgia 30601
April, 1969

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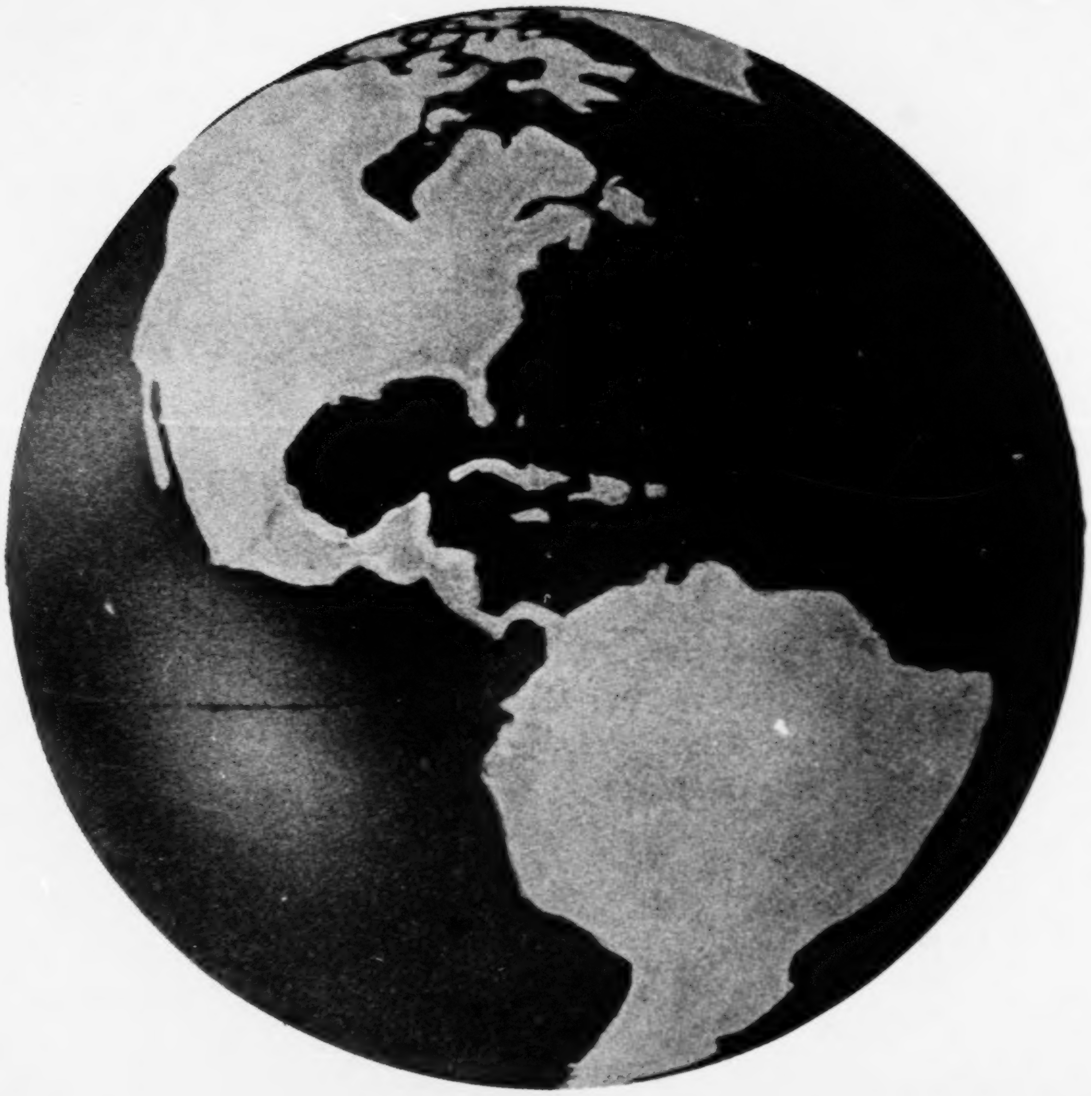
Cover design and illustrations
by Rick Andreoli

PUPIL TEXT

GEOGRAPHY CURRICULUM PROJECT of the
University of Georgia, Athens, Georgia
April, 1969

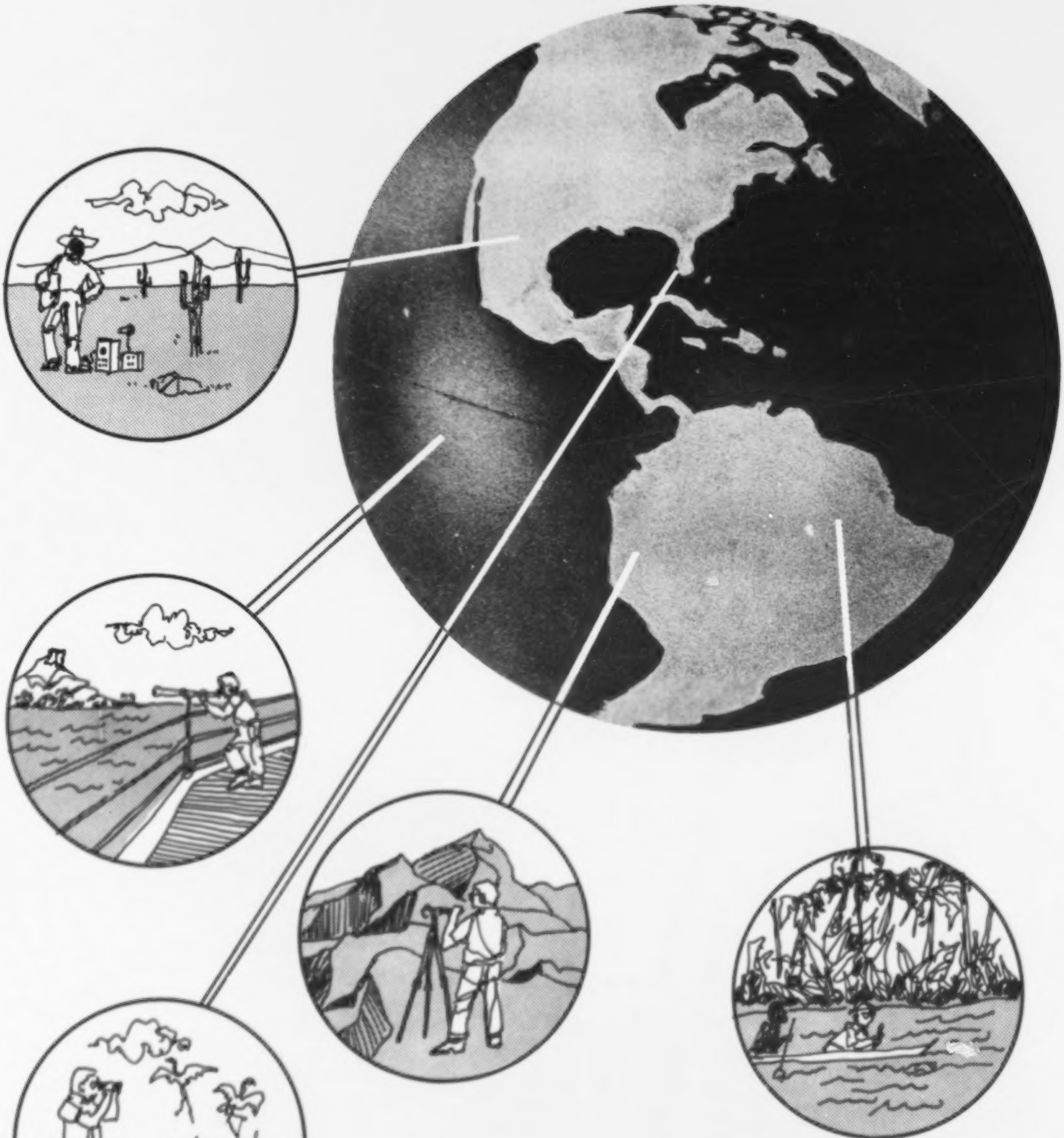
P0411a(1)

place

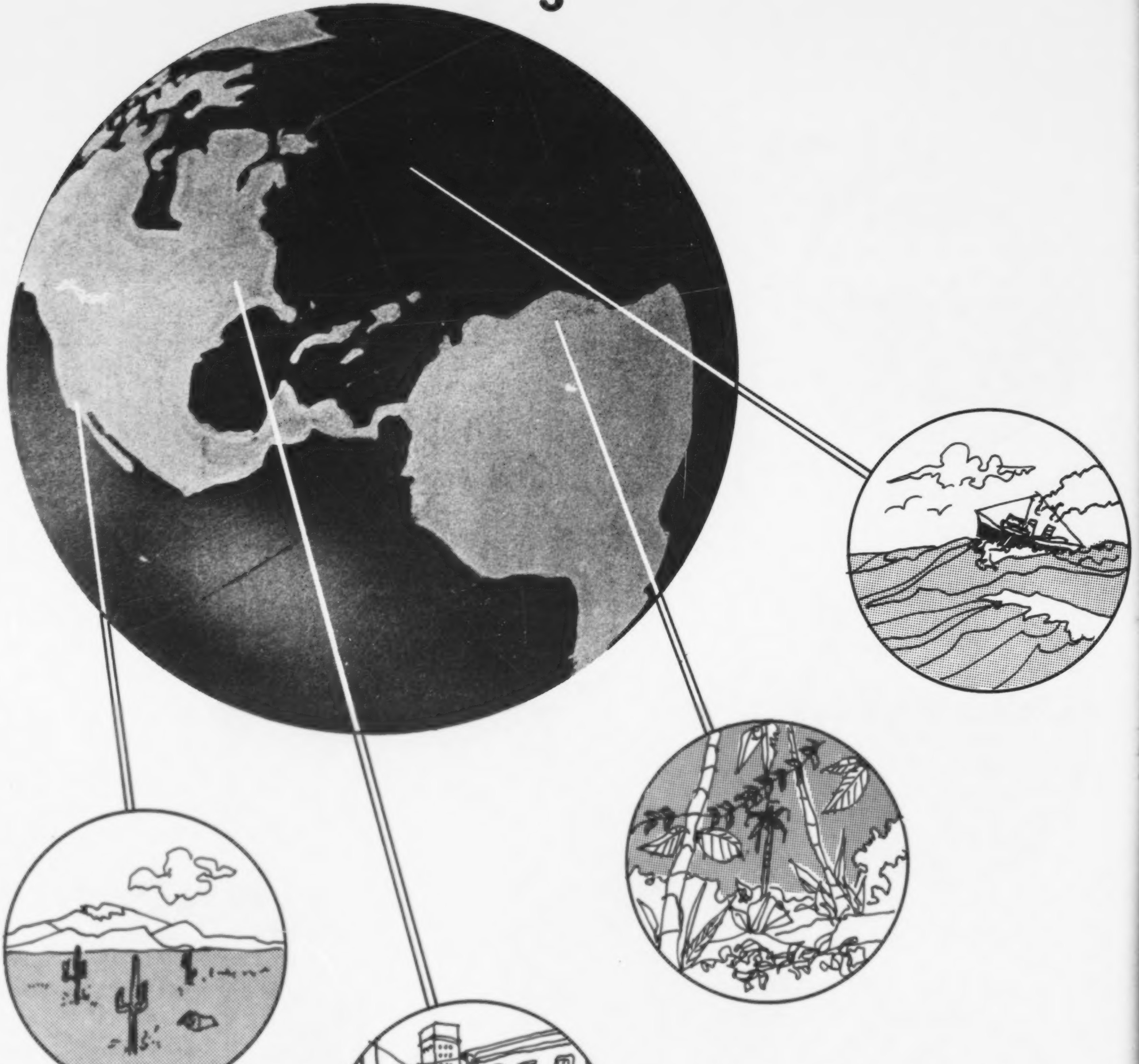


The earth is man's home.

Geography is the study of the earth as the home of man.

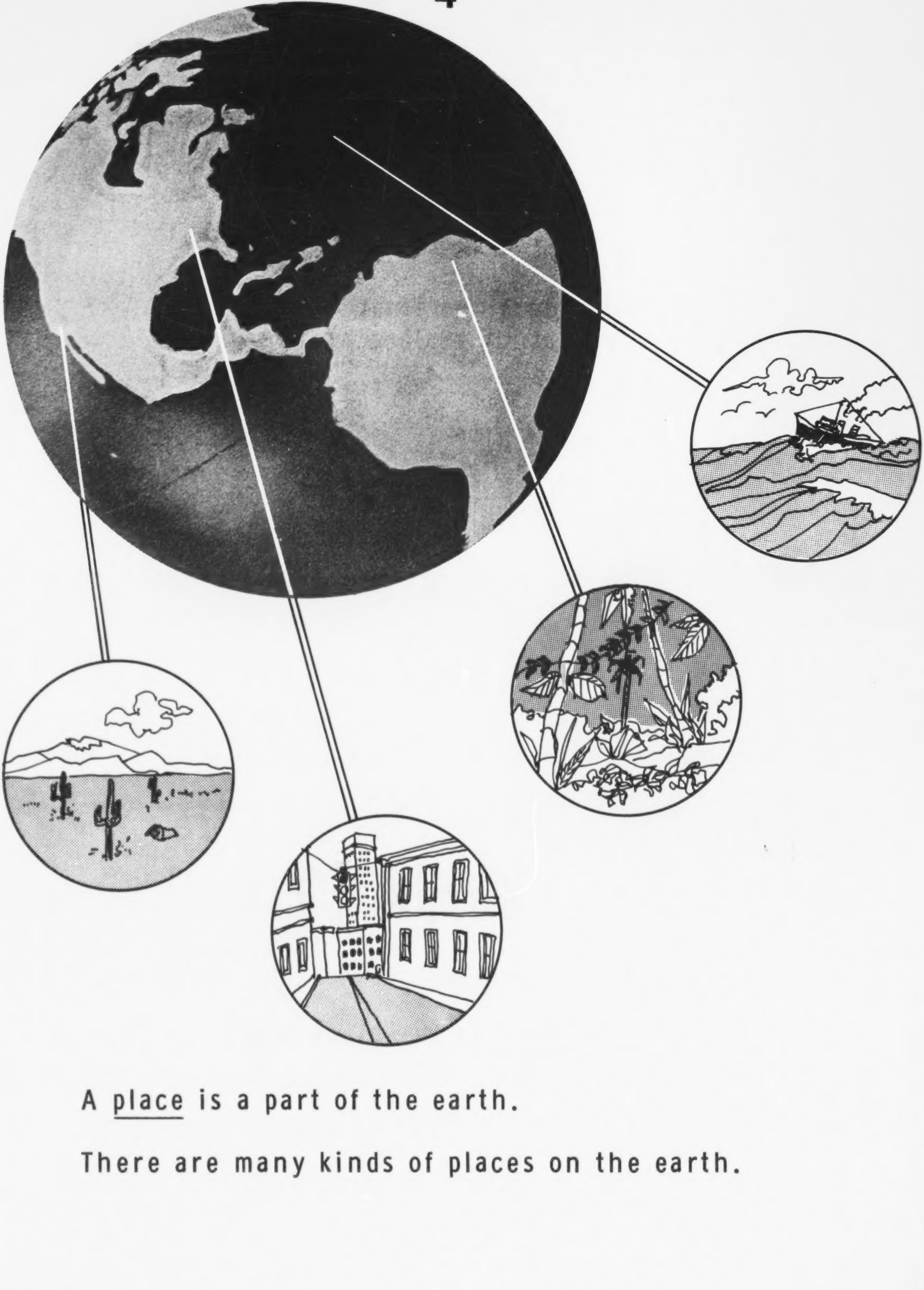


Geographers study the earth.



The earth is large. It is too large to study all of it at once.

So, geographers study places.



A place is a part of the earth.

There are many kinds of places on the earth.

Two questions to answer when you study a place are:

WHERE?

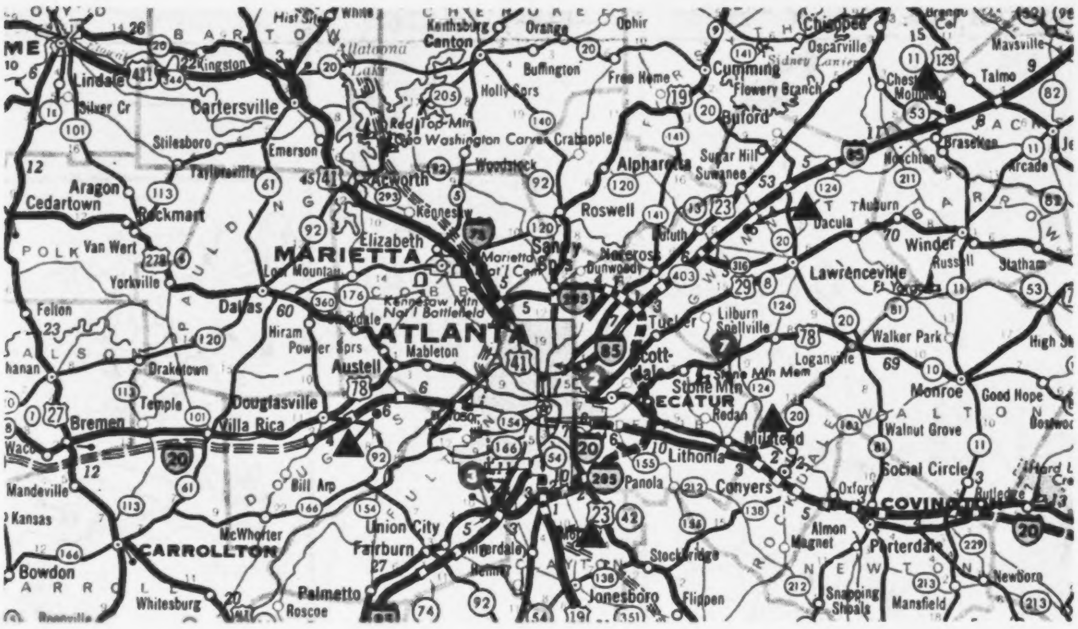
1) Where is it?

WHAT?

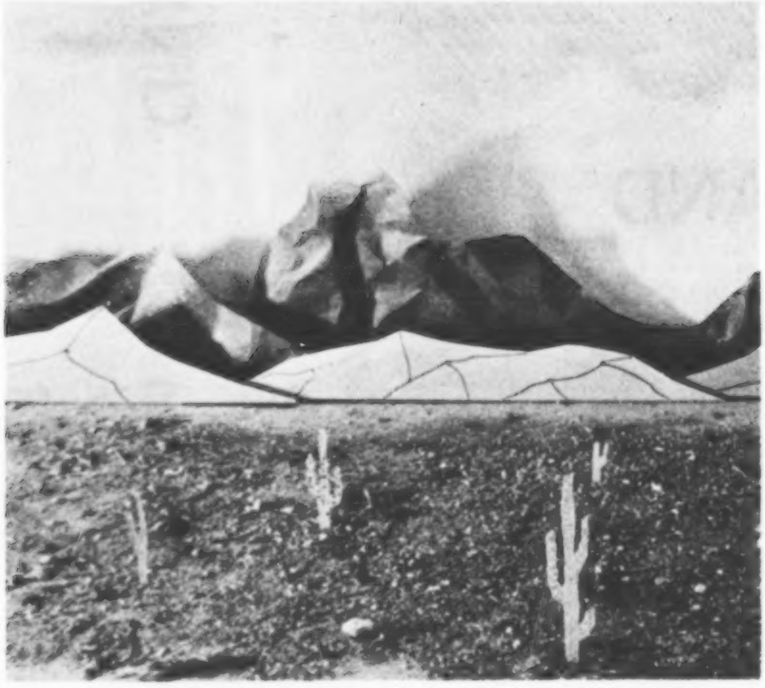
2) What is the place like?

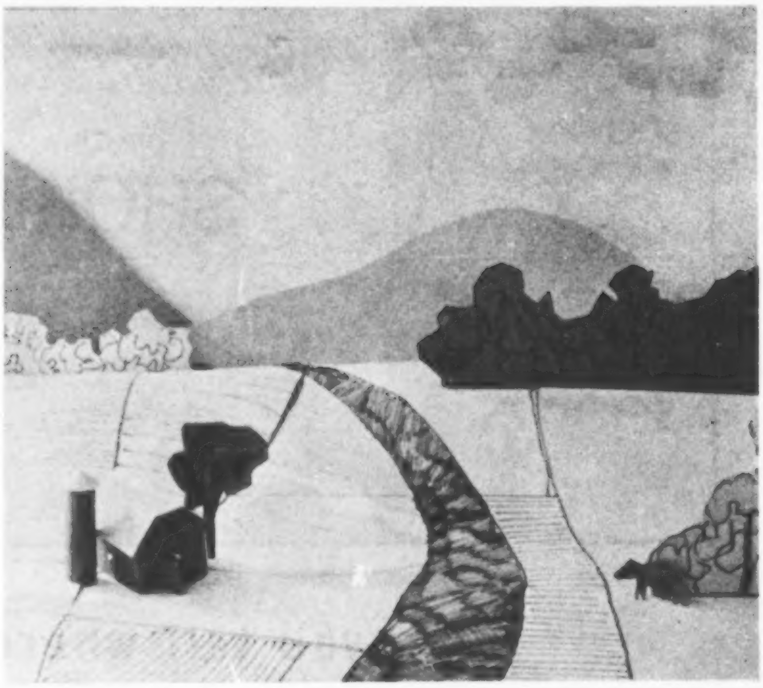
Where refers to location.

Every place has a location.


MARIETTA
ATLANTA
DECATUR
CARROLLTON
COVINGTON
Cartersville
Cedartown
Douglasville
Villa Rica
Bremen
Austell
Roswell
Alpharetta
Cumming
Lawrenceville
Conyers
Lithonia
Jonesboro
Fairburn
Union City
Palmetto
Stone Mtn
Tucker
Dallas
Acworth
Kennesaw
Monroe
Social Circle
Snellville
Winder

What a place is like refers to a place's character.

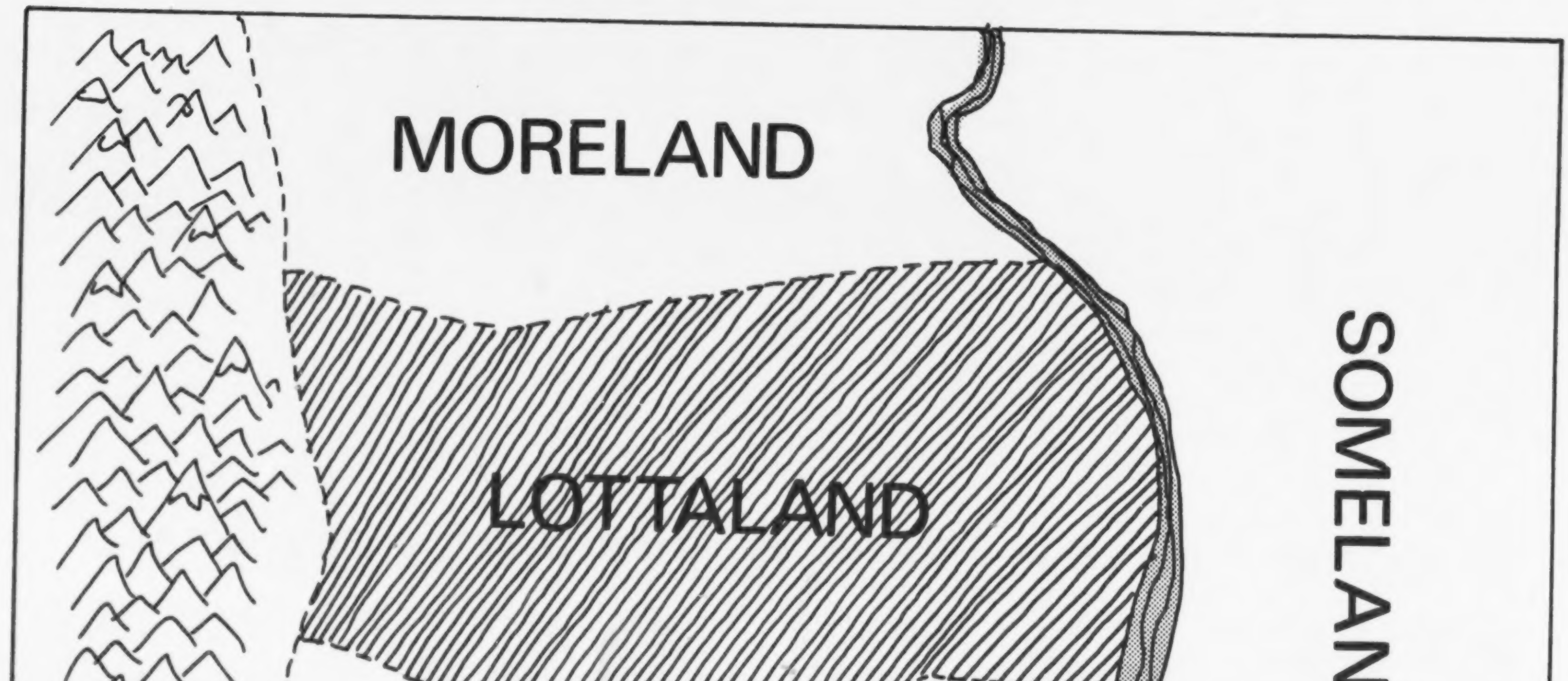




Location

Every place has a location.

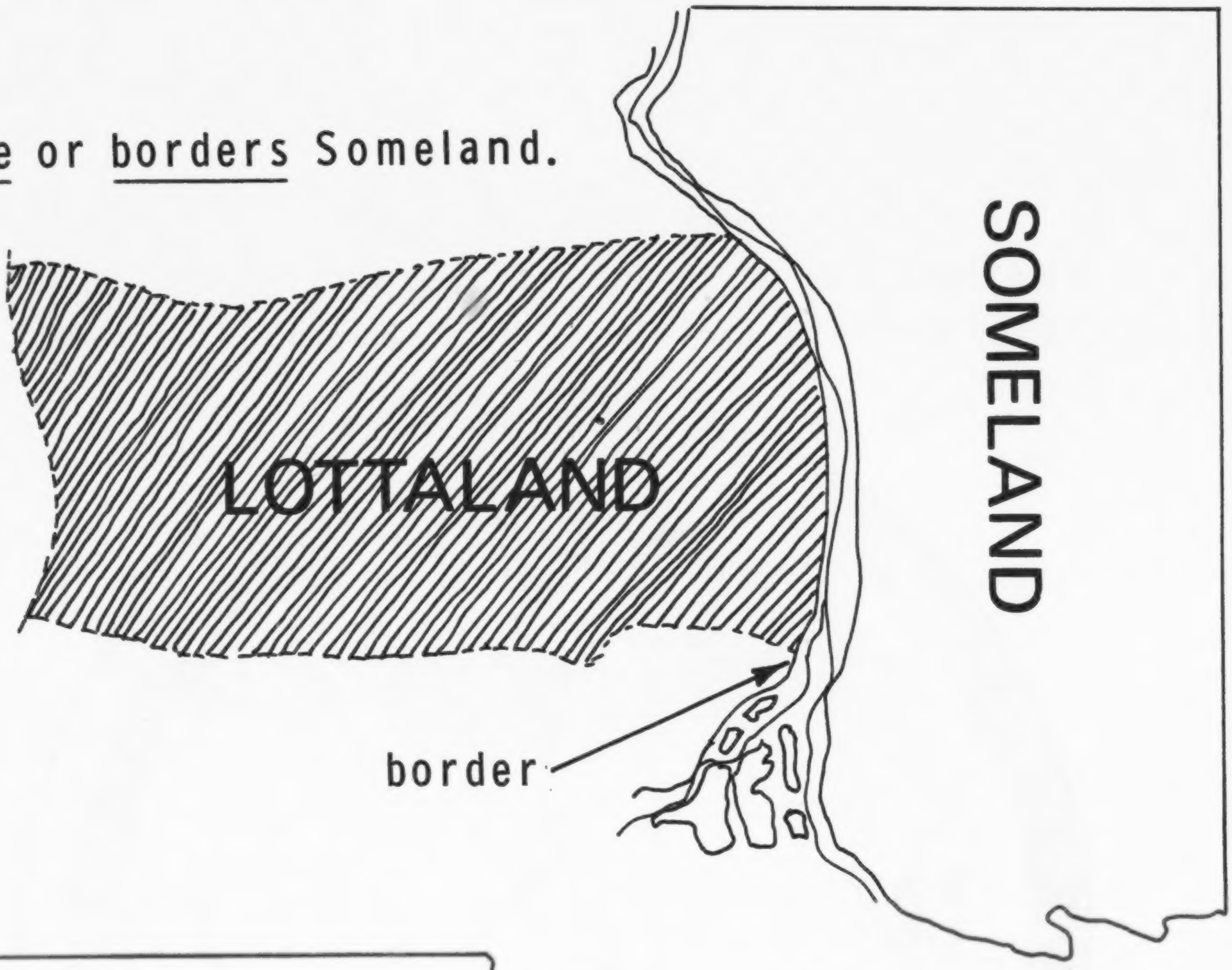
One way to locate a place is to tell where it is in relation to other places or things.

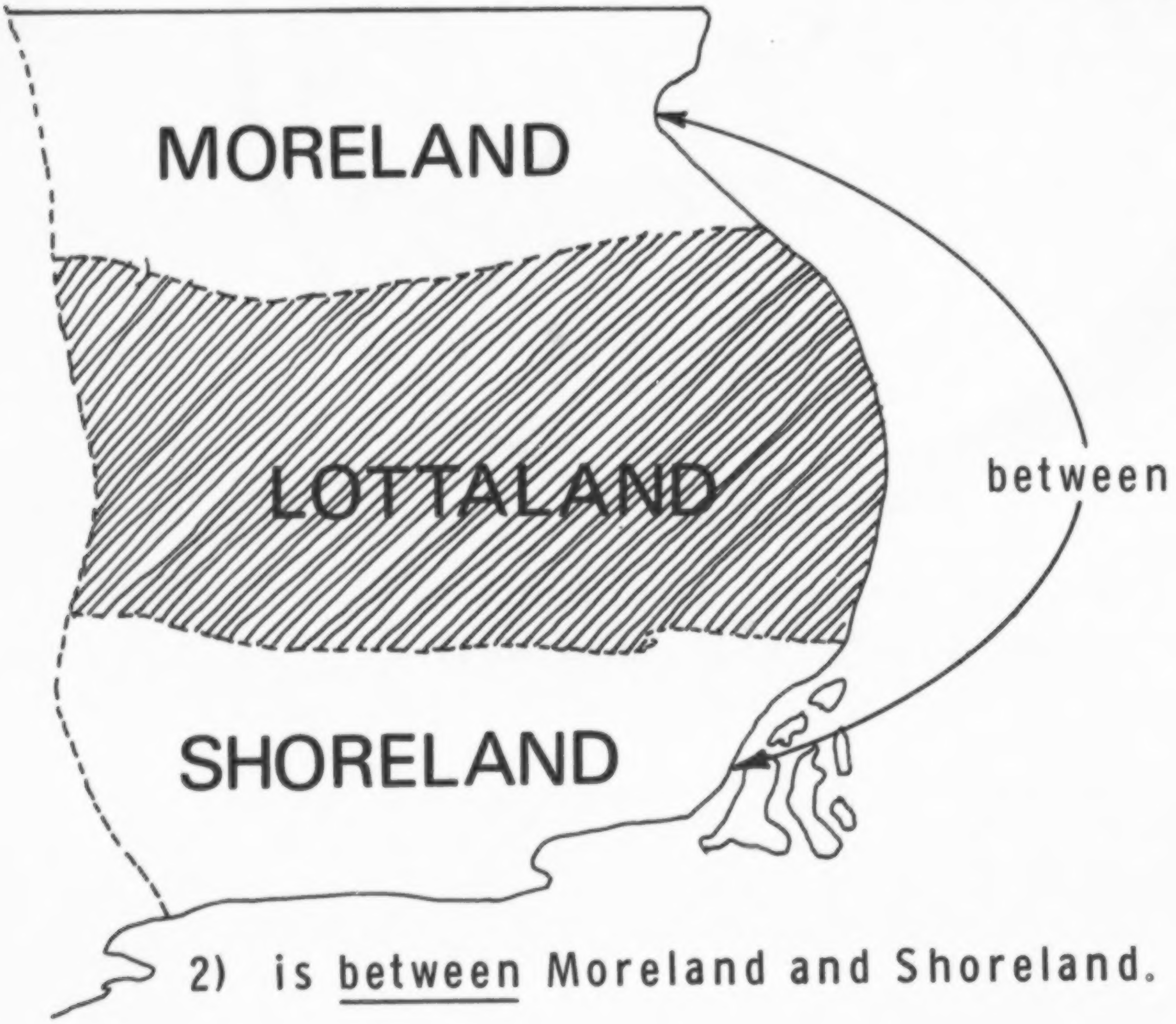

MORELAND
LOTTALAND
SOMELAND
SHORELAND
grey sea

Can you tell where Lottaland is located?

Lottaland:

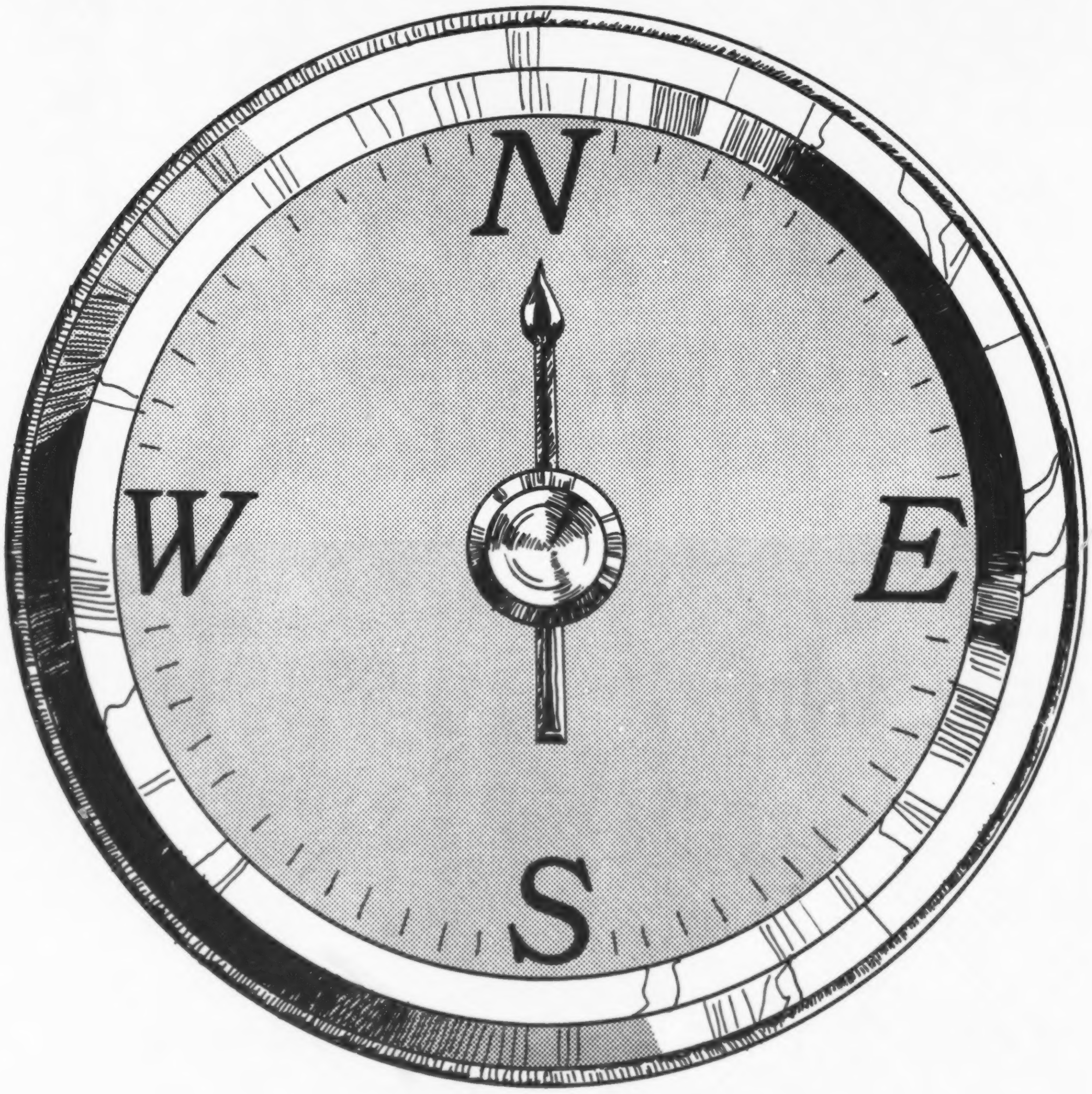
1) is beside or borders Someland.


SOMELAND
LOTTALAND
border


MORELAND
LOTTALAND
between
SHORELAND

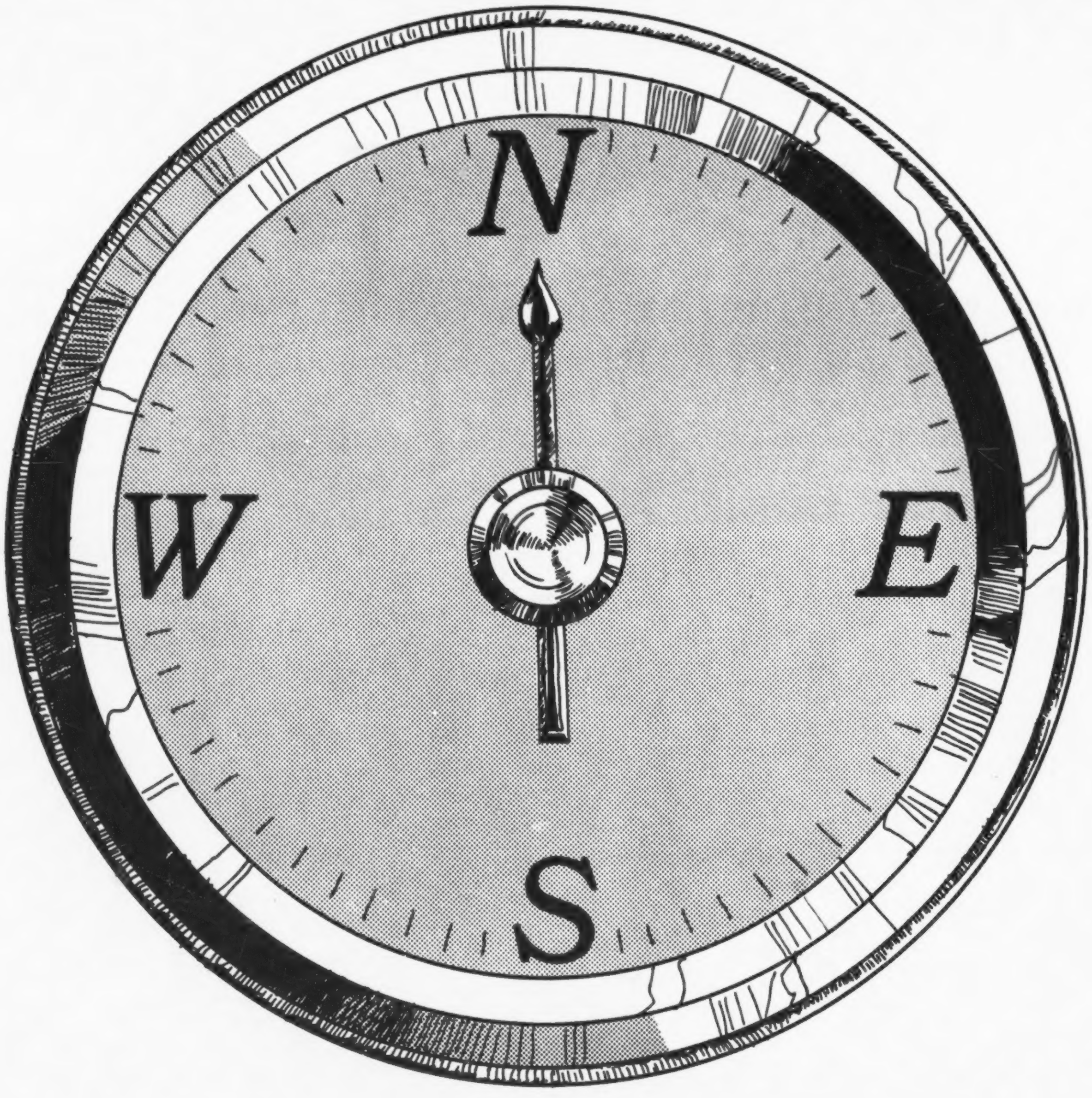
2) is between Moreland and Shoreland.

Another way to locate a place is to tell what direction it is from other places or things.



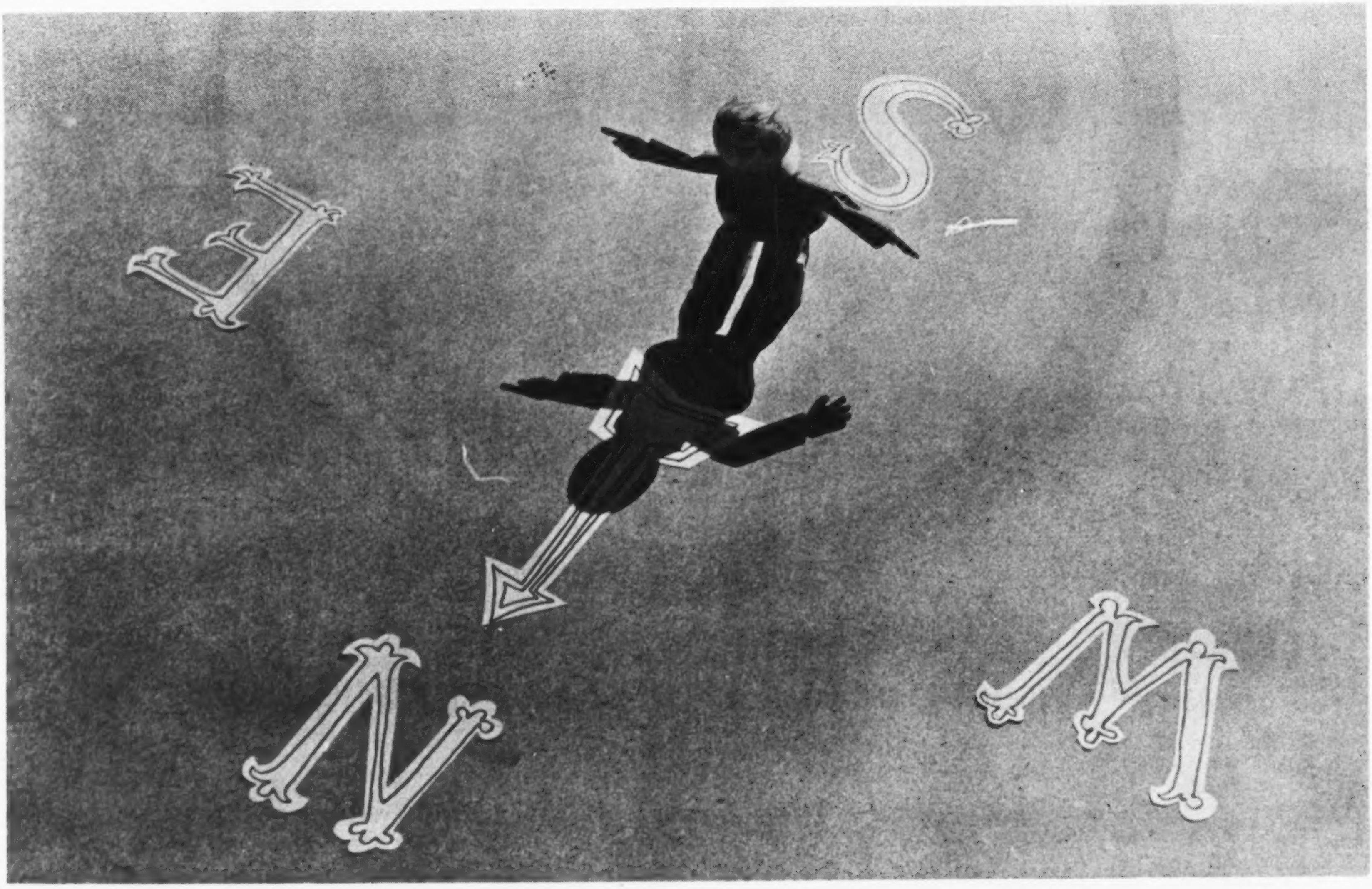
The four cardinal directions are: north, south, east, and west.

To find directions, we must start with north. But how can we find which direction is north? One way is by using a compass.



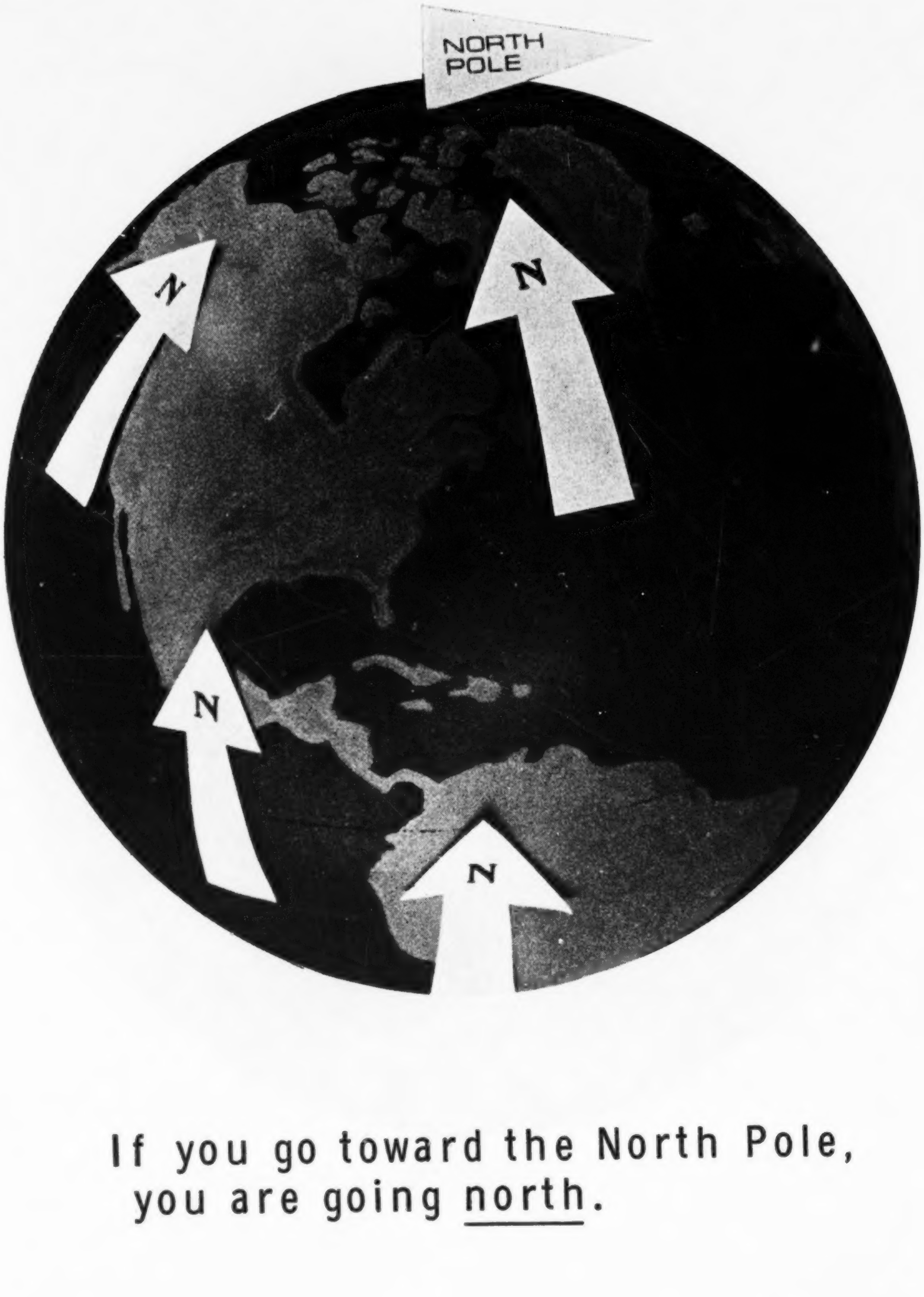
A compass needle points toward north.

Another way to find north is to observe your shadow.



When the sun is highest in the sky,
your shadow points toward north.

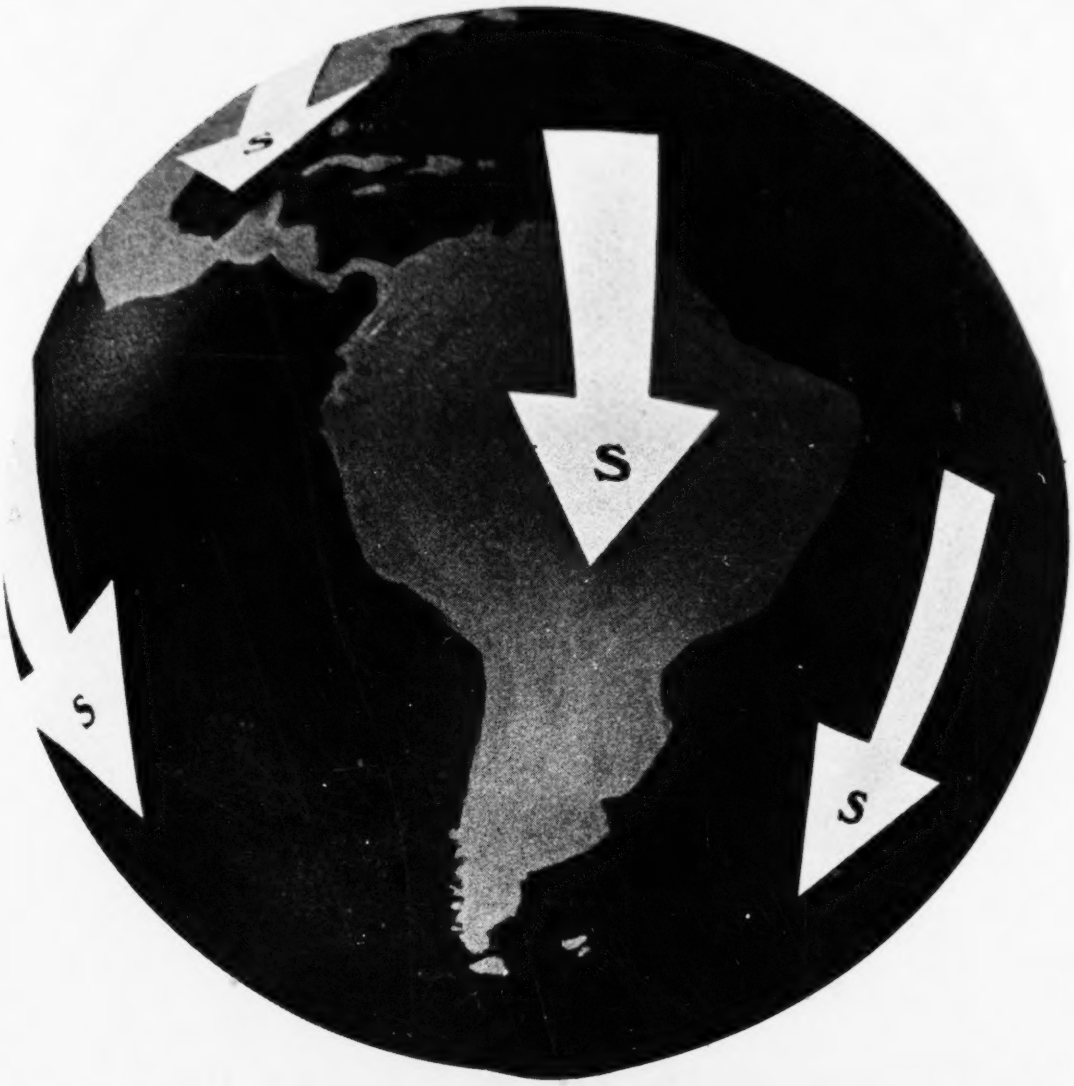
North is toward the North Pole.


NORTH POLE
N
N
N
N

If you go toward the North Pole,
you are going north.

If a place is between you and the
North Pole, it is north of you.

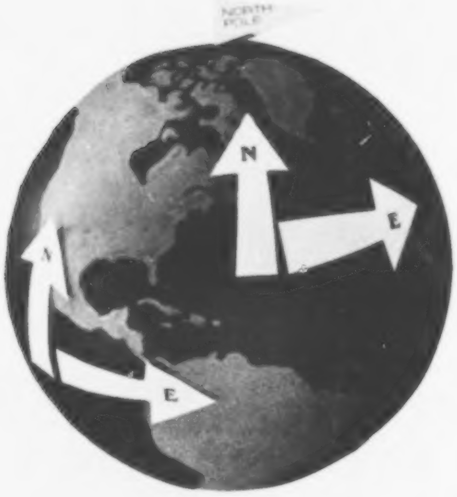
South is toward the South Pole.



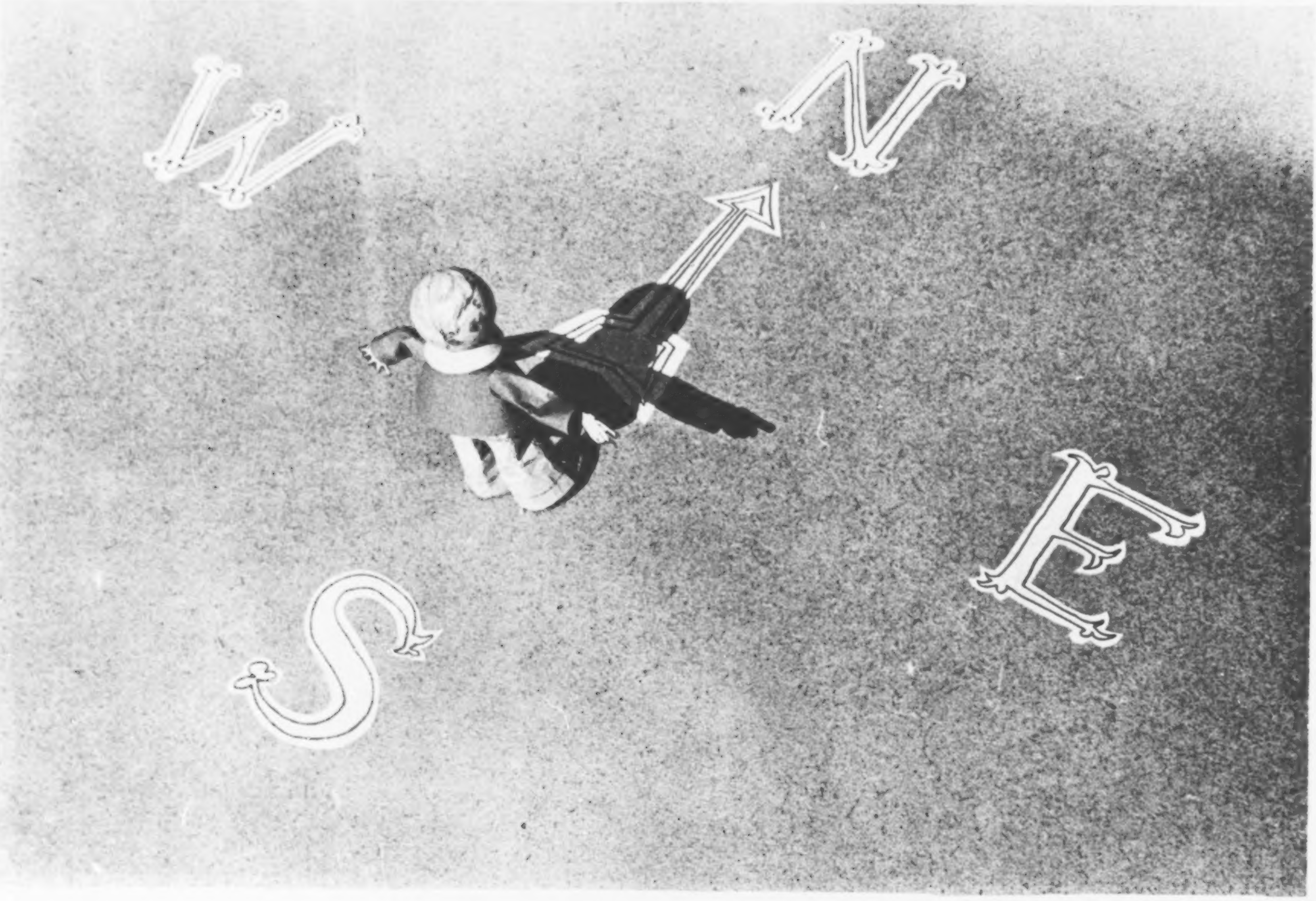
SOUTH
POLE

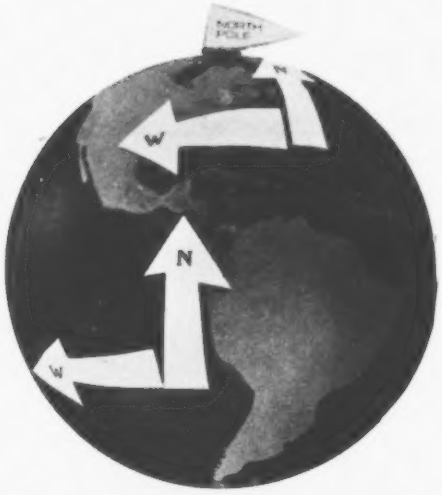
If you go toward the South Pole,
you are going south.

If a place is between you and the
South Pole, it is south of you.

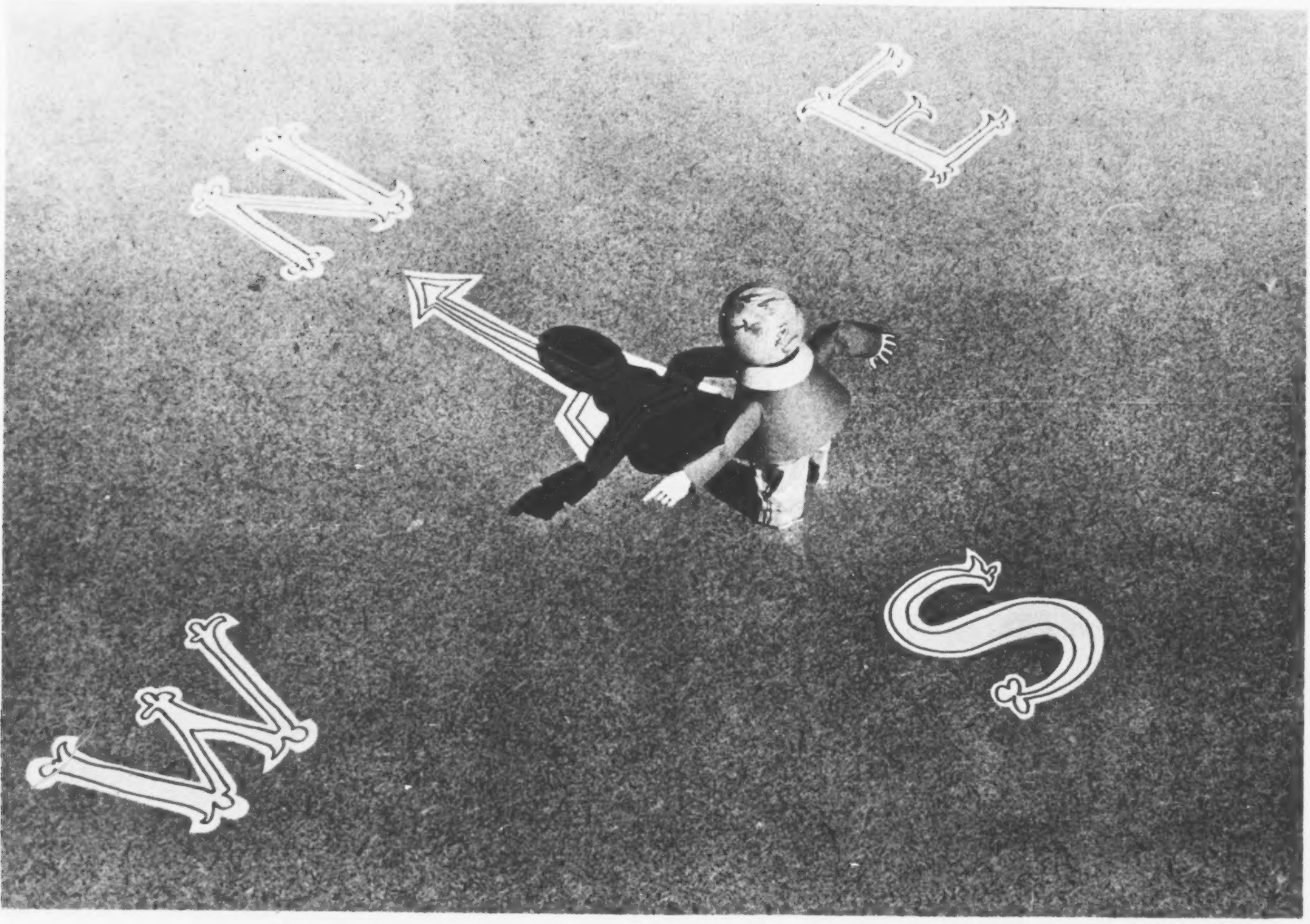

NORTH POLE
N
E
N
E

East is to the right of north when you face north.

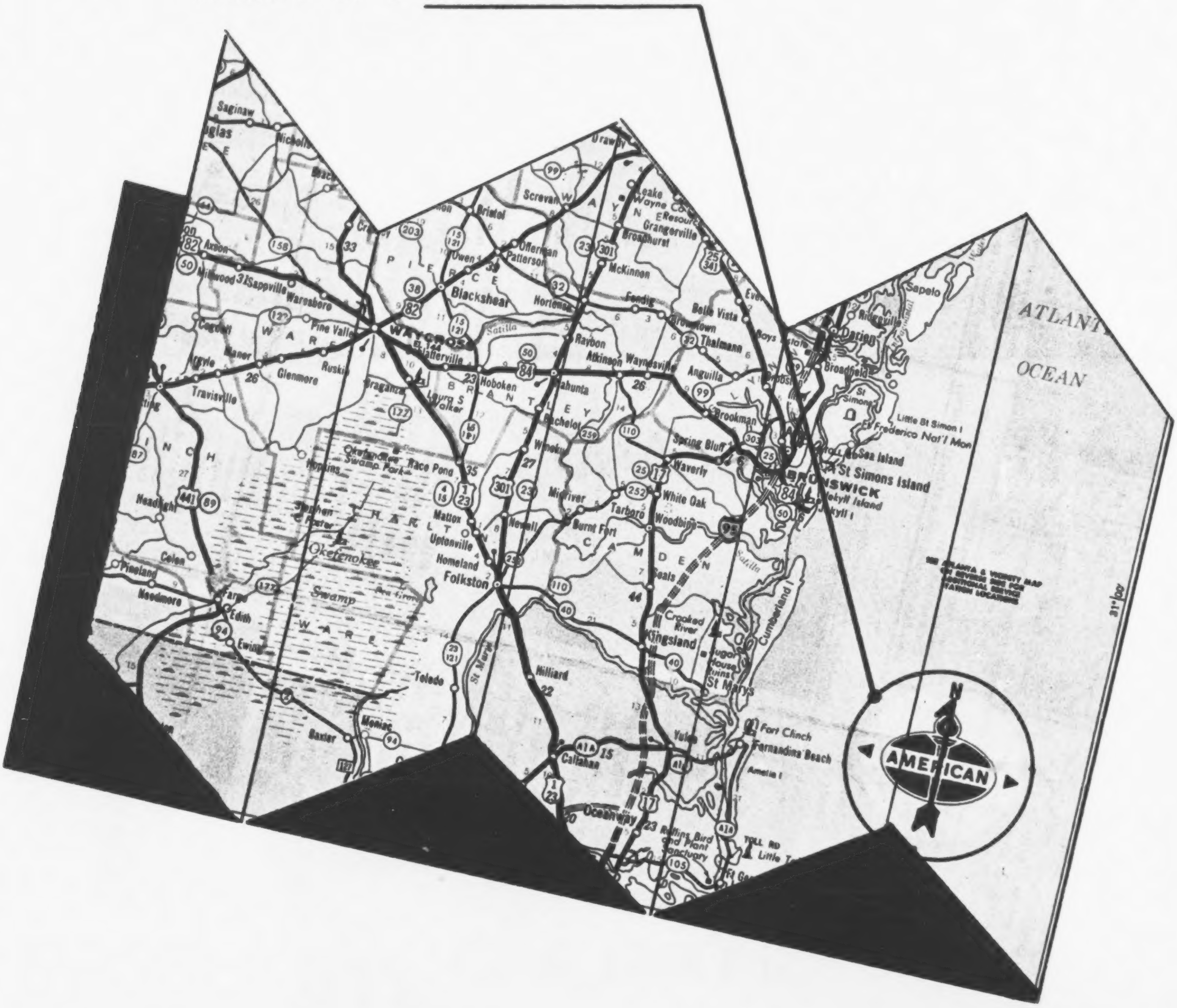



NORTH POLE
N
W
N
W

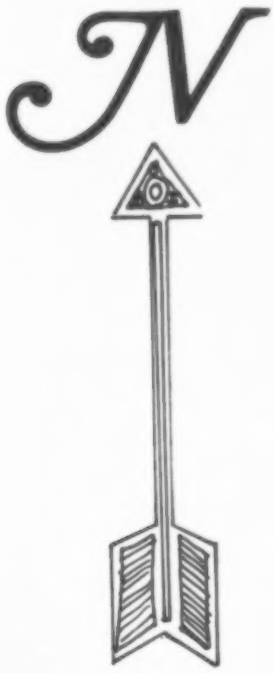
West is to the left of north when you face north.



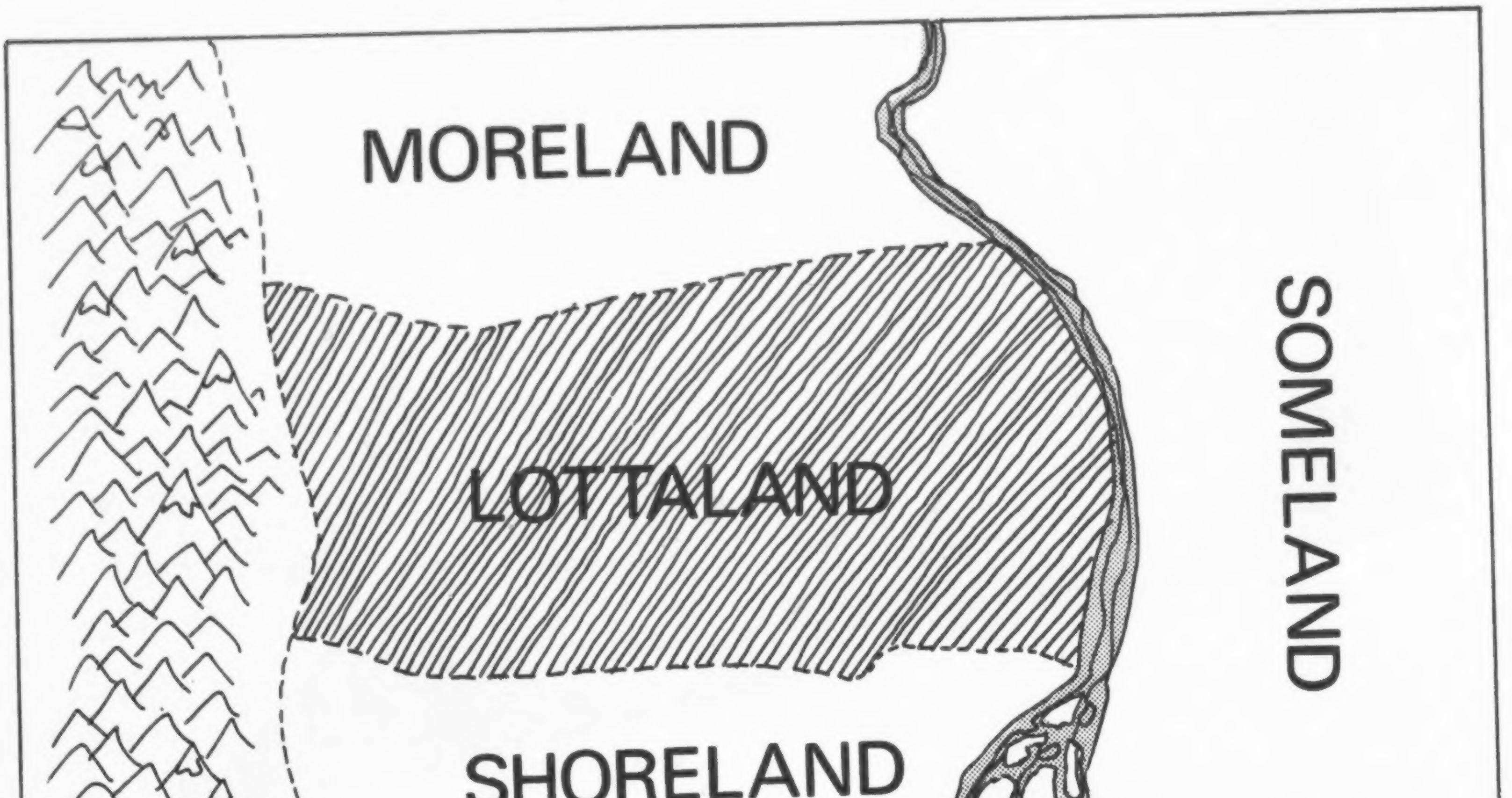
Map makers show us where north is on maps by means of a north arrow.


ATLANTIC
OCEAN
Waycross
Blackshear
Brunswick
St Simons Island
Okefenokee Swamp
Folkston
Kingsland
St Marys
Fernandina Beach
Callahan
N
AMERICAN

North is usually toward the top of a map.

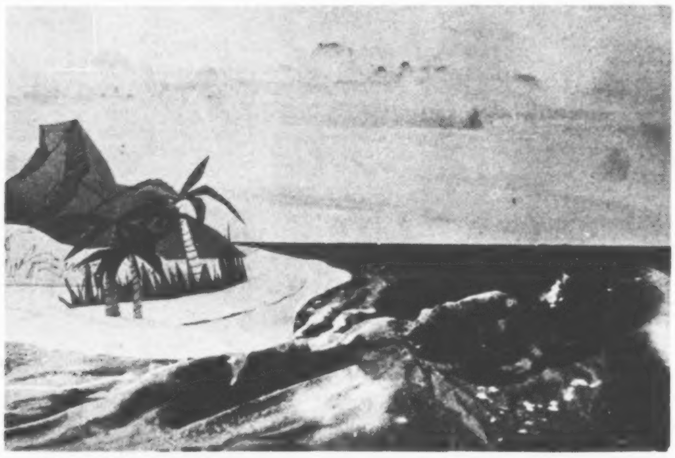


Can you tell where Lottaland is located by using the cardinal directions?


MORELAND
LOTTALAND
SOMELAND
SHORELAND
grey sea

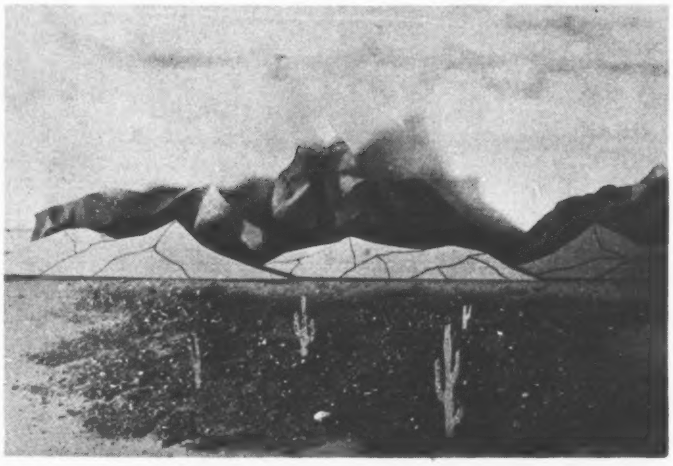
Can you tell where Lottaland is located?

Place Character

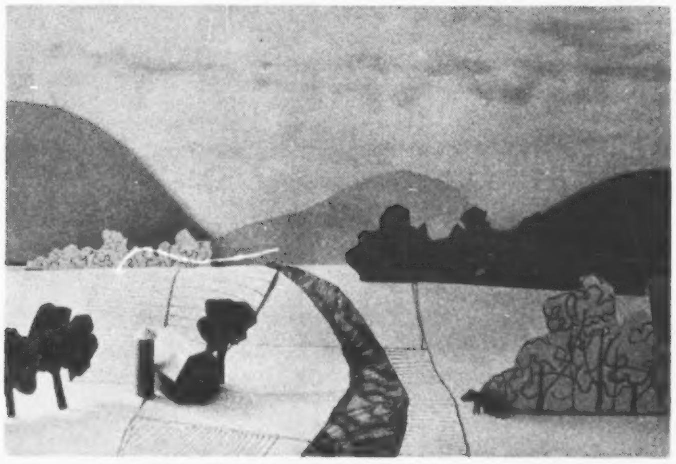


Every place has a character.

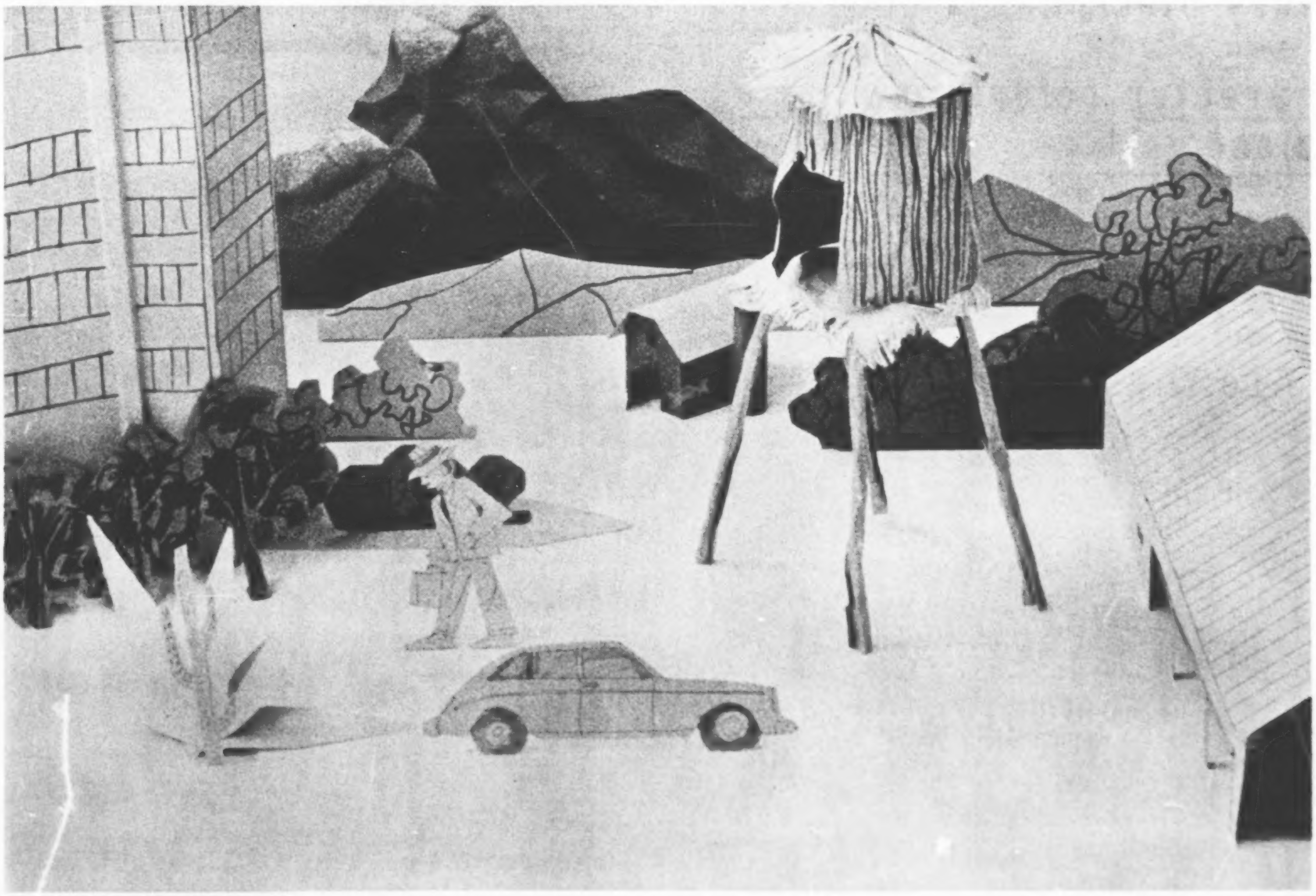
Character refers to what a place is like.



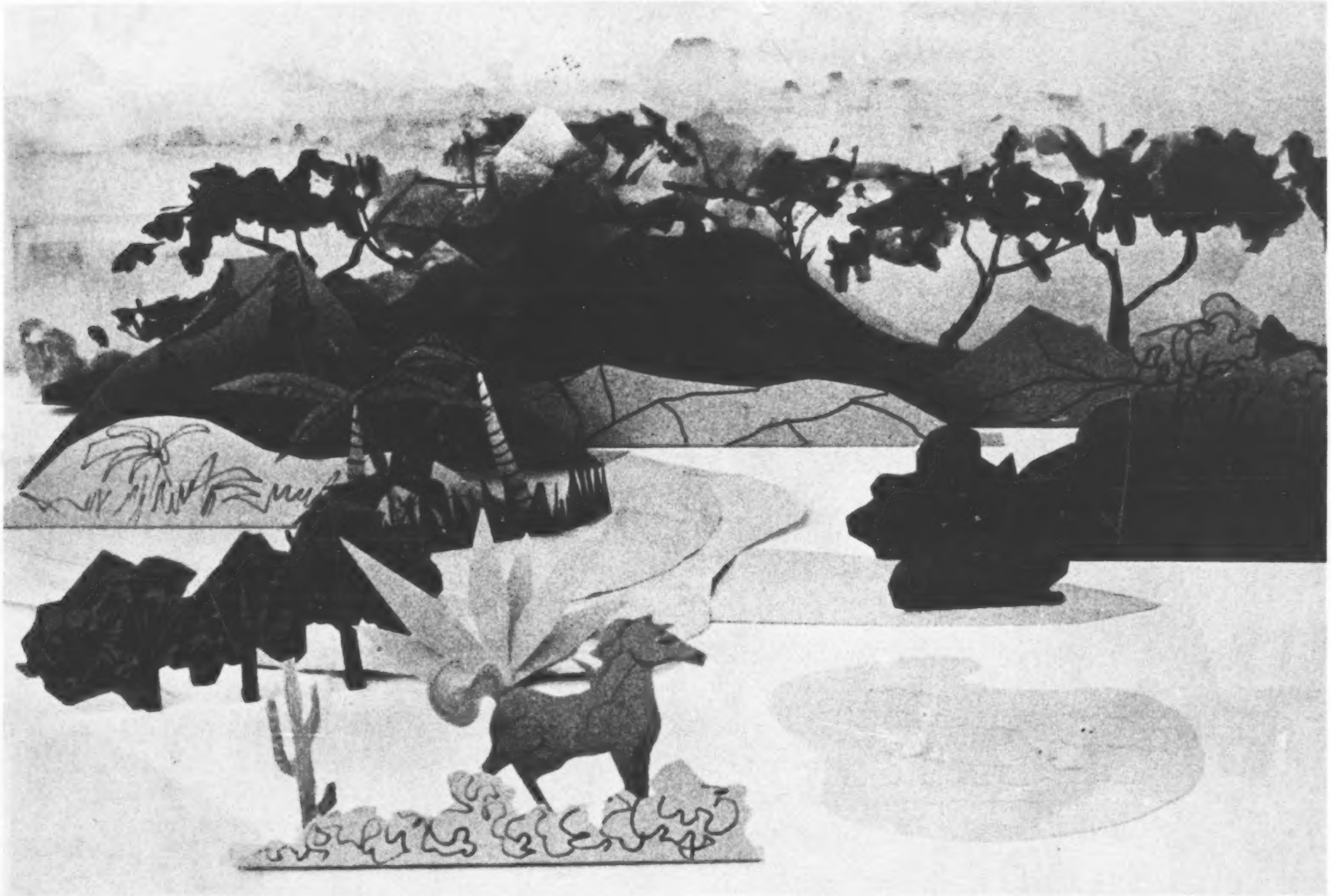
Are these places alike?



The features found at a place help give it a certain character.

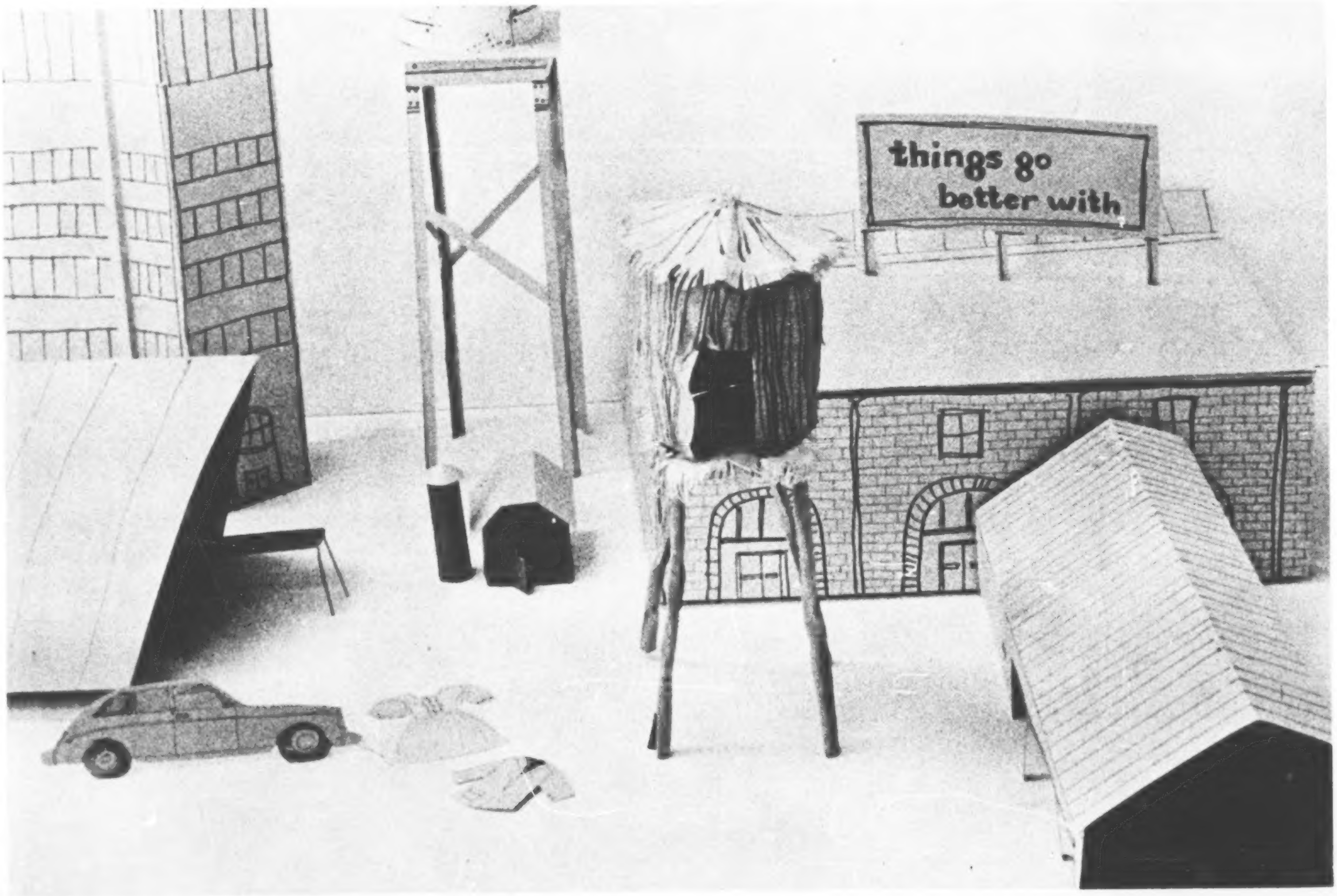


Some features found at a place are natural features. Natural features are "of nature."



What natural features can you name?

Some features found at a place are cultural features. Cultural features are things made by man.


things go
better with

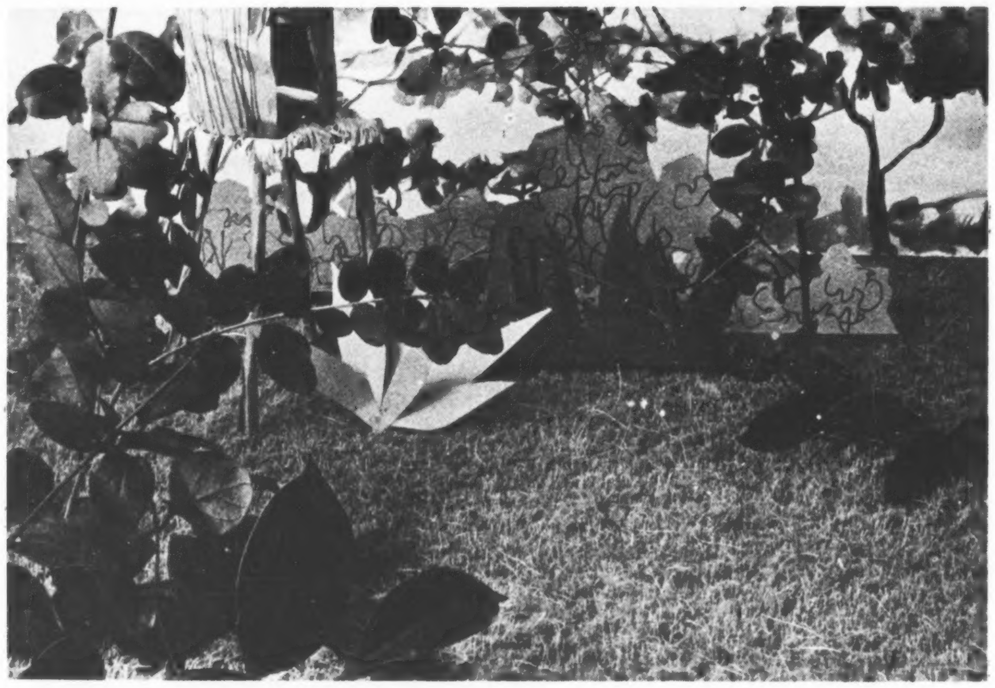
What cultural features can you name?

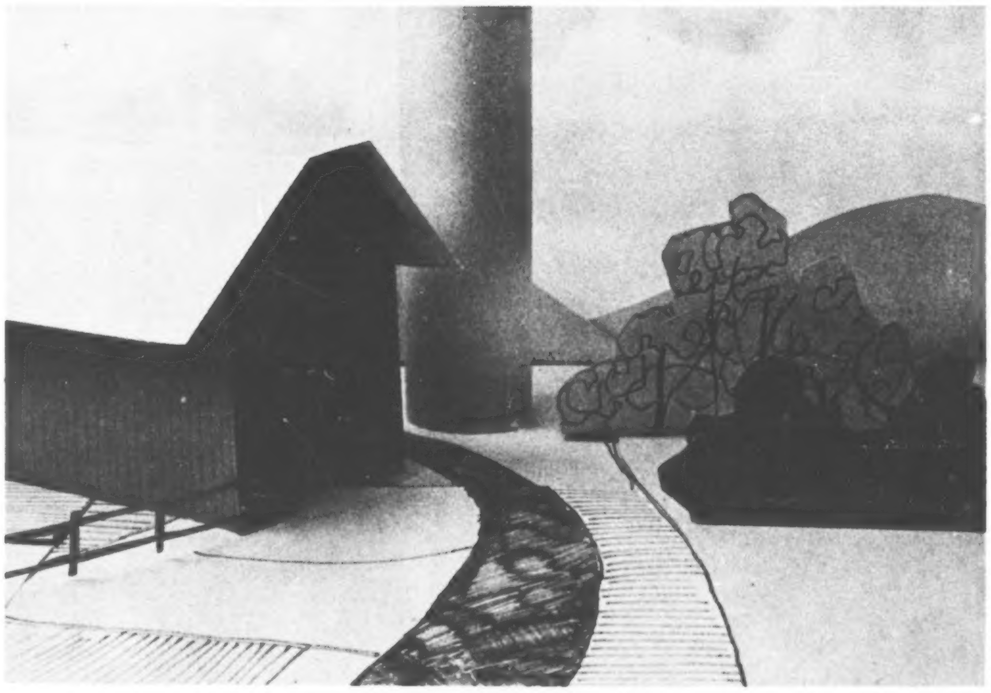
Review

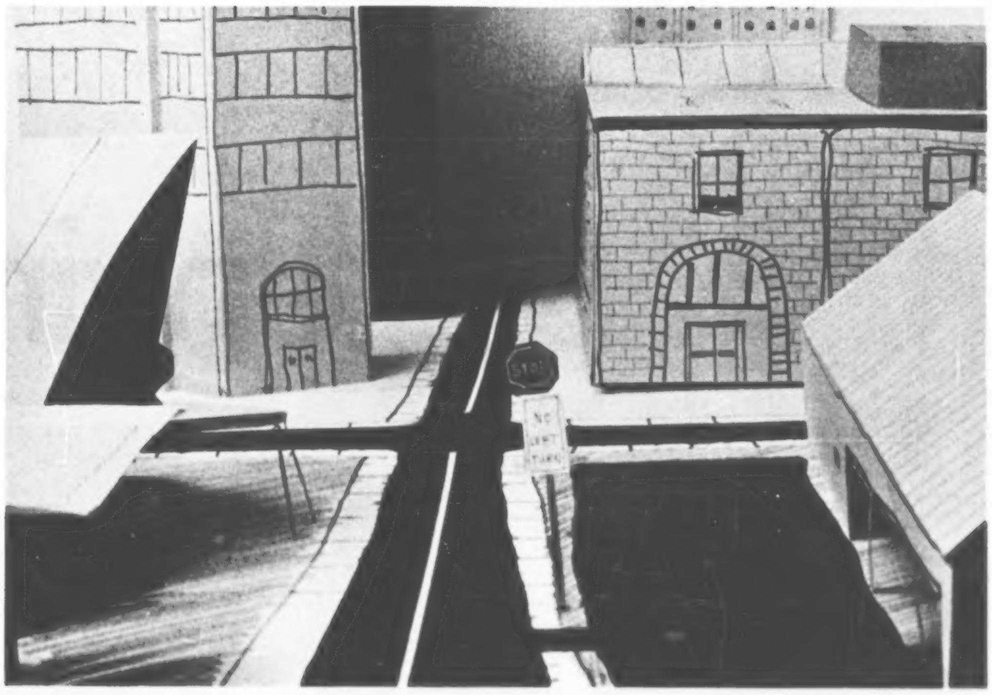
1) Geographers study the earth because it is man's home.
2) The earth is too large to study all of it at once.
3) Geographers study places.
4) A place is just part of the earth's surface.
5) Every place has a location.
6) Location refers to where a place is.
7) Every place borders, is between, or is to the north, south, east or west of some other place or thing.
8) Every place has a character.
9) Character refers to what a place is like.
10) The features found at a place give it character.
11) Some features are of nature or are natural features.
12) Some features are made by man or are cultural features.

environment

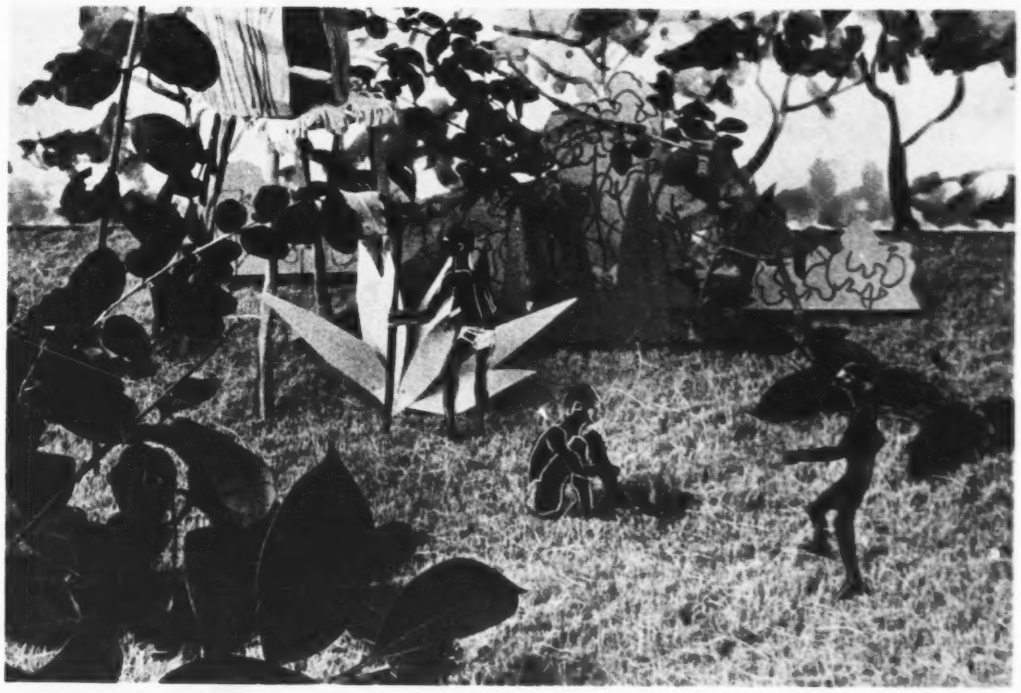
Every place has an
environment.



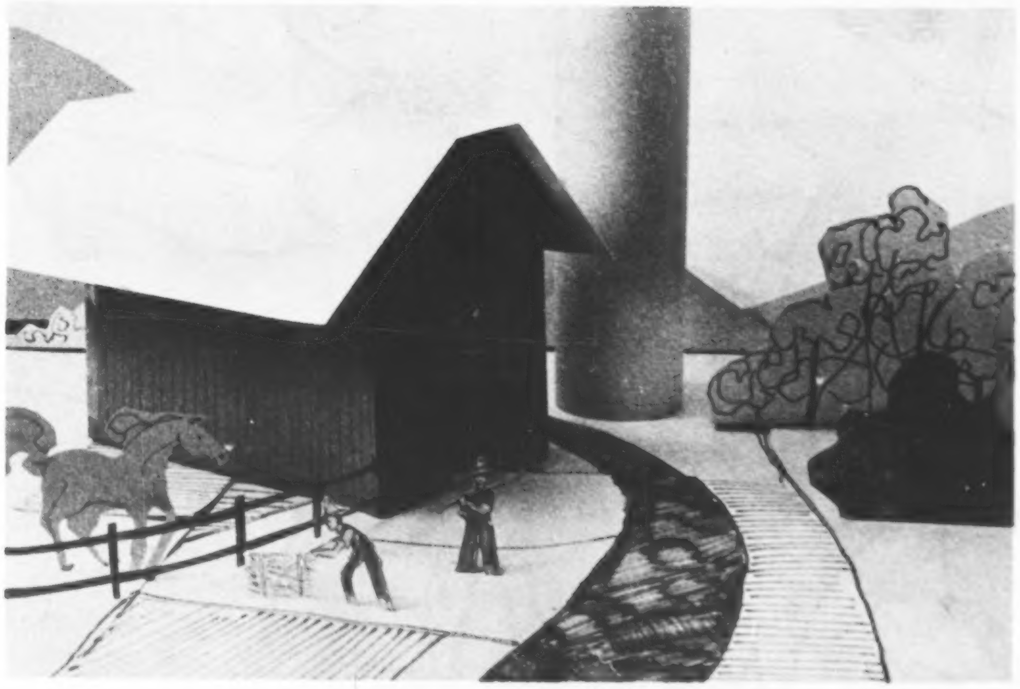


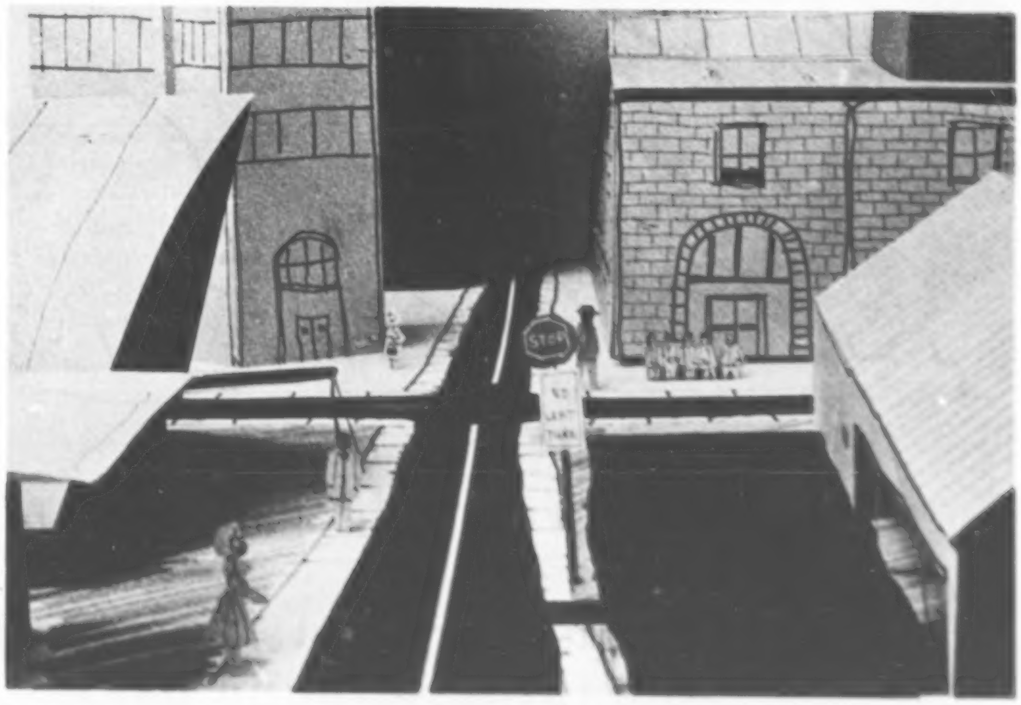

STOP
NO LEFT TURN

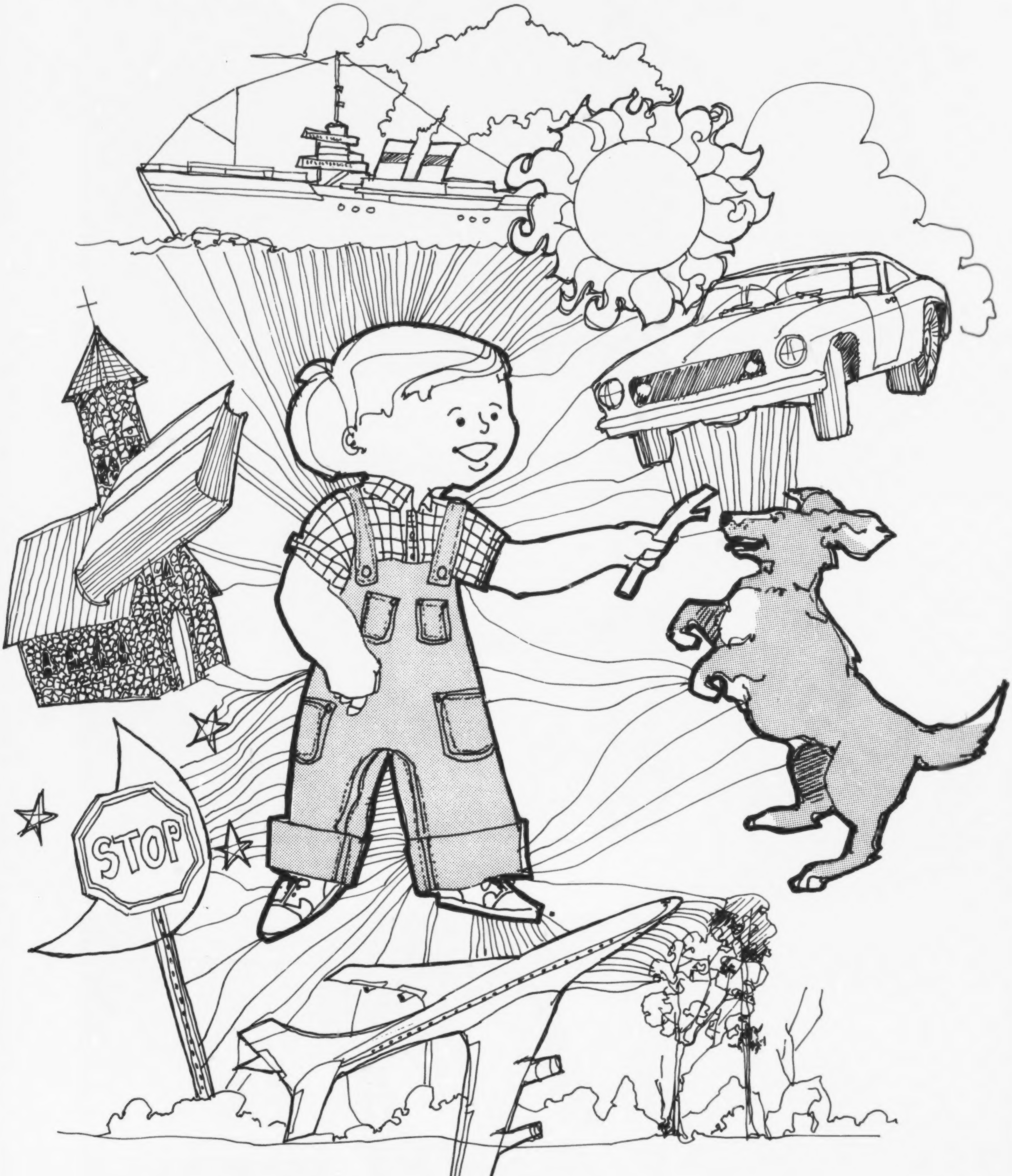
26



Everyone lives in an environment.



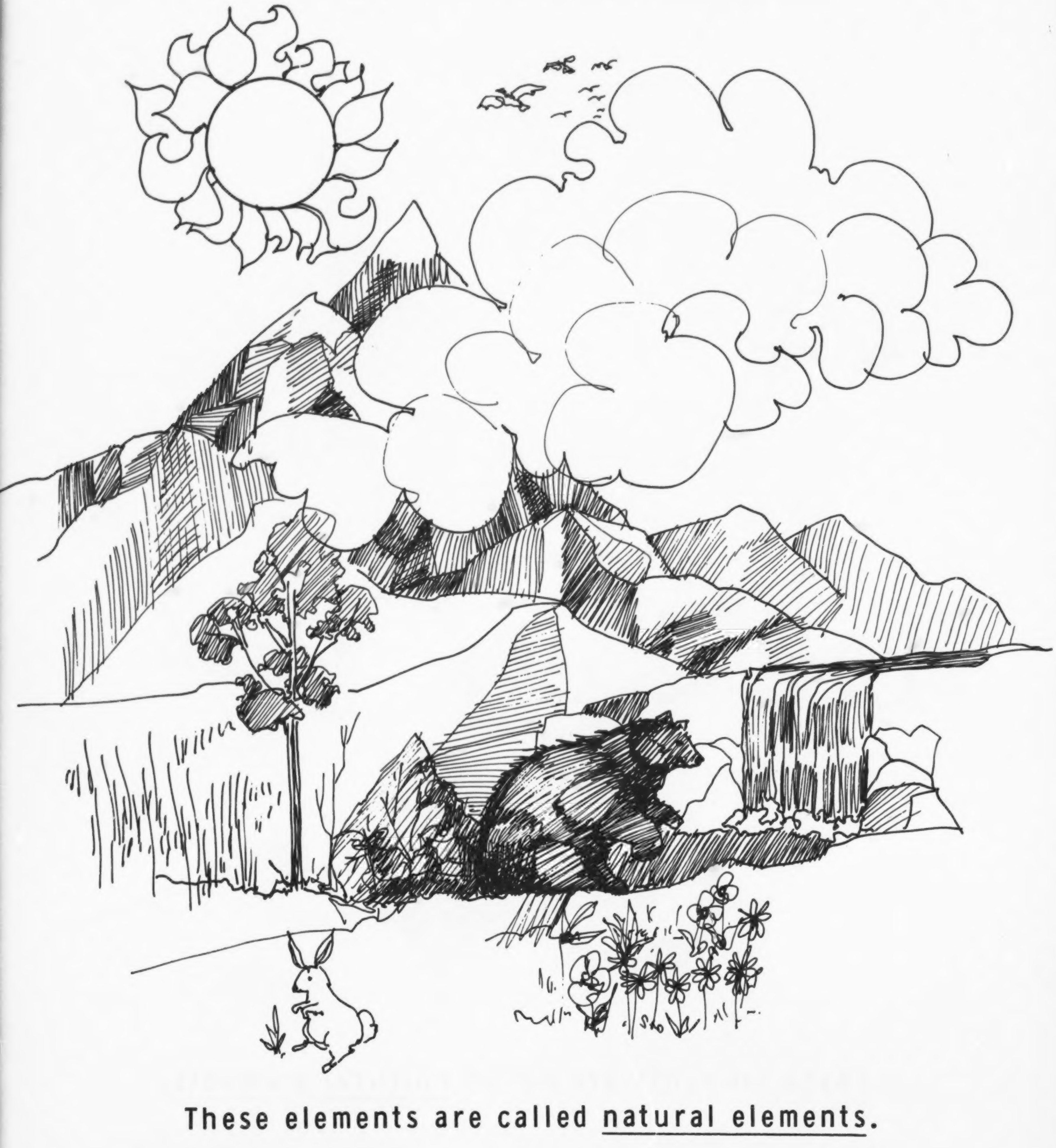

STOP
NO LEFT TURN



Our environment is made up of all the things around us.

13

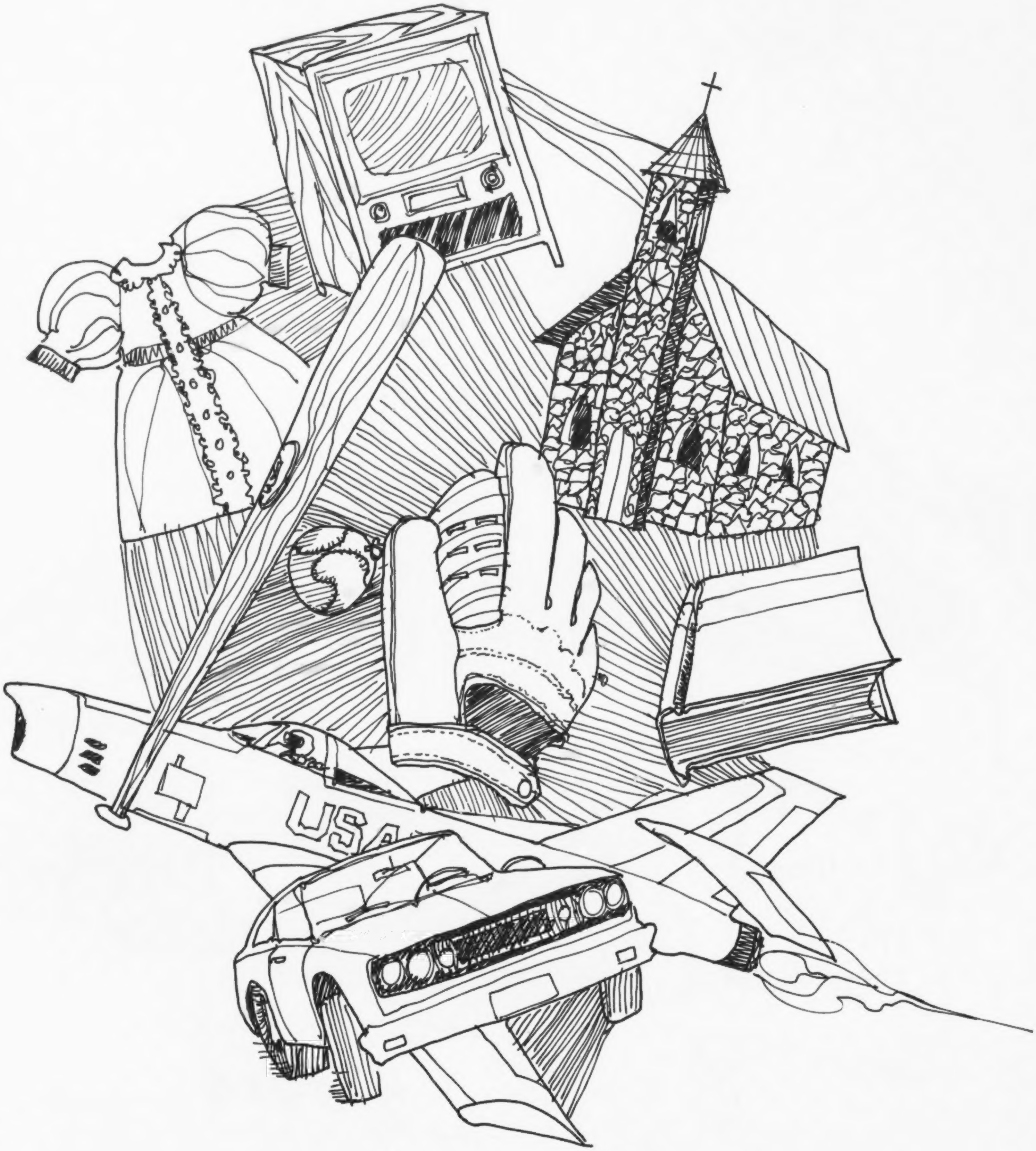
Some of the things or elements in our environment were made by nature.



These elements are called natural elements.

Which of these natural elements can you name?

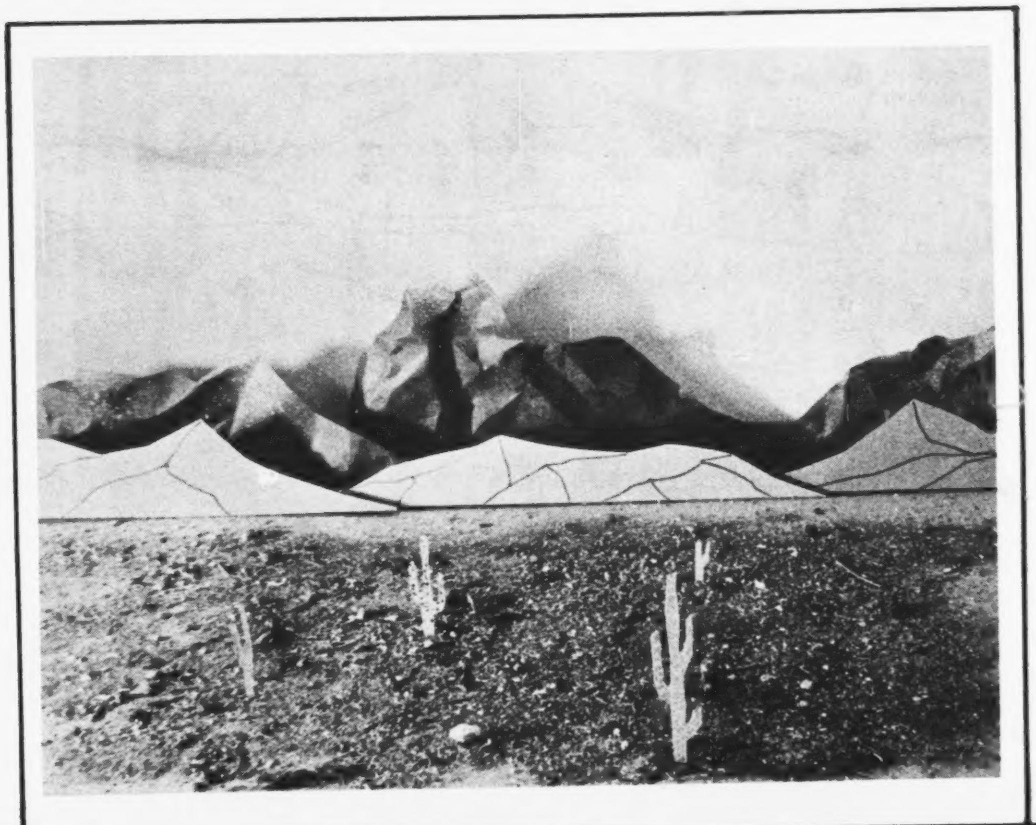
Some of the things or elements in our environment were made by man.

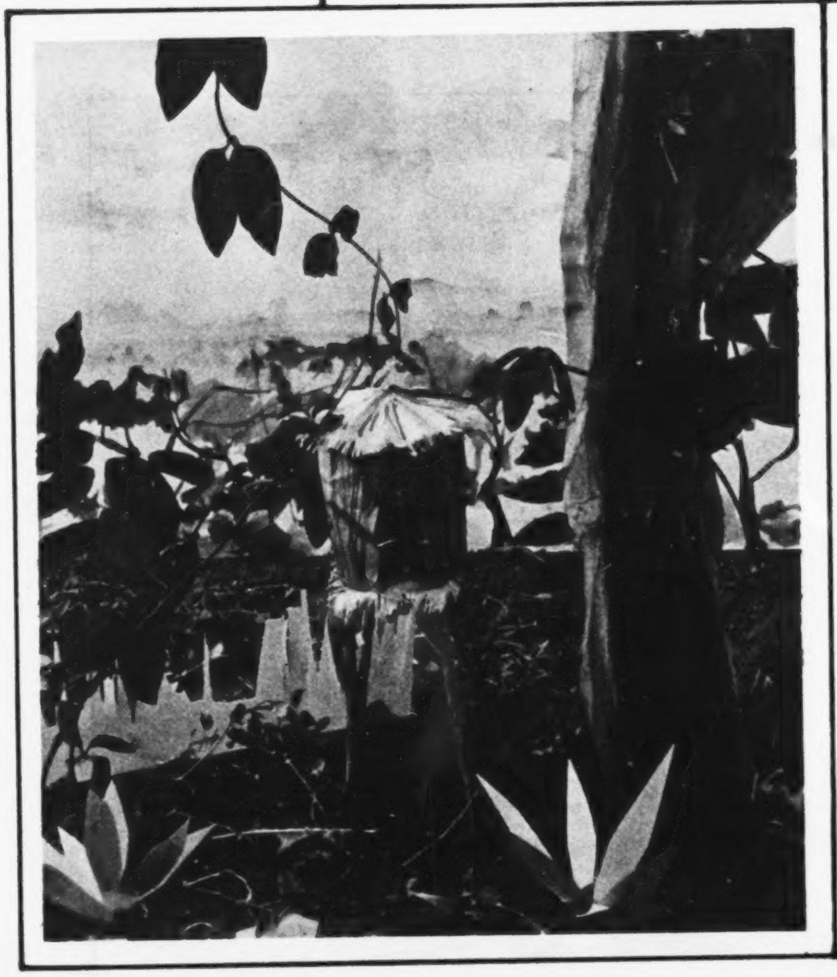


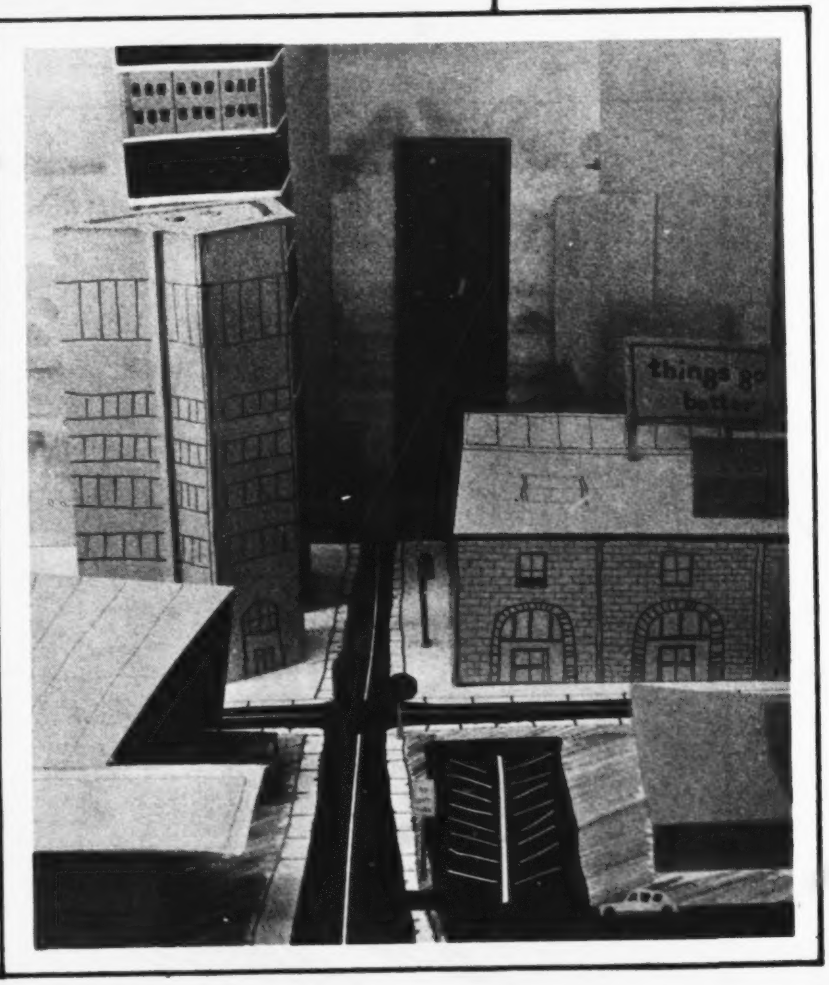
These elements are called cultural elements.

Which of these cultural elements can you name?

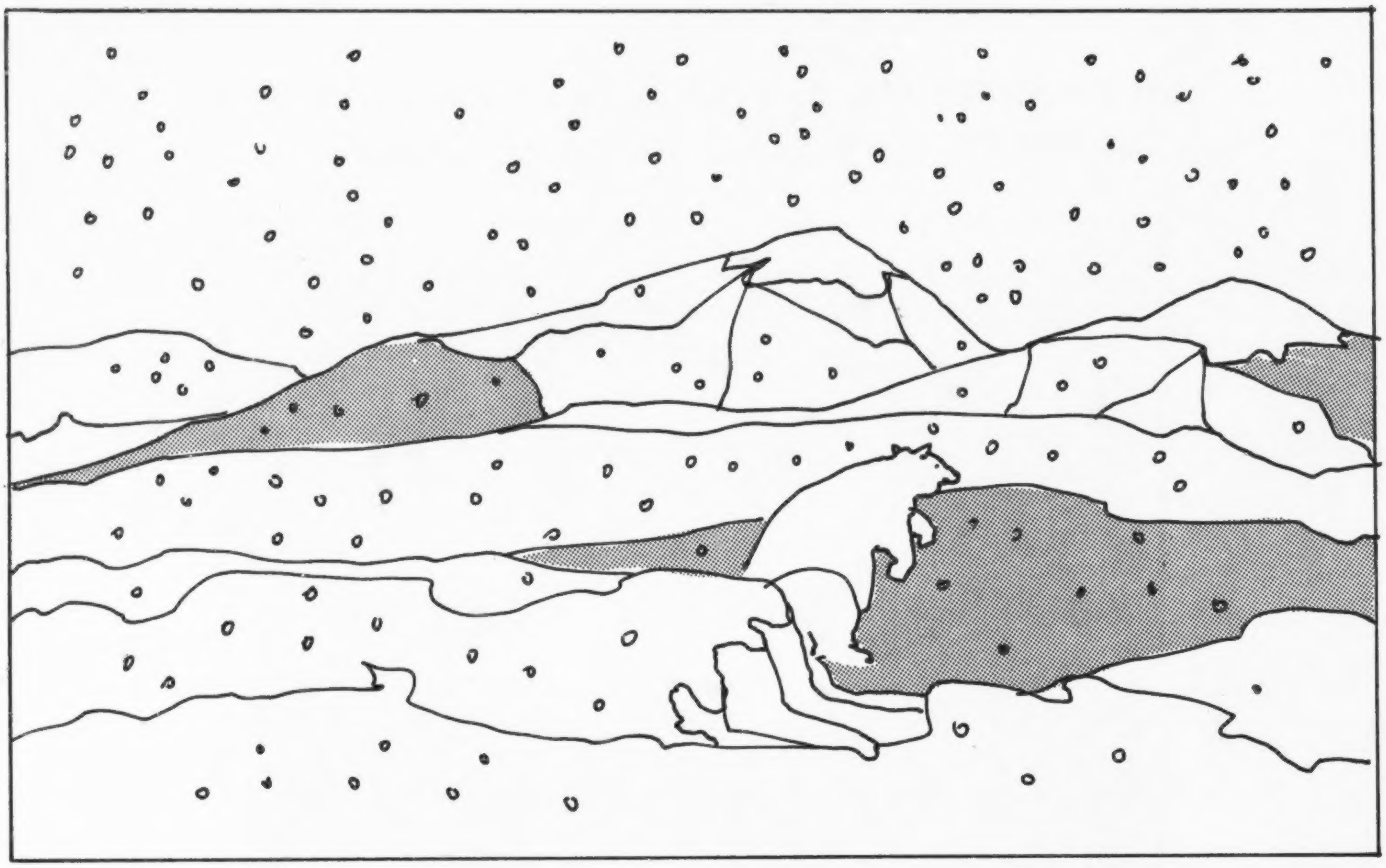
Environments are different because the features vary from place to place.



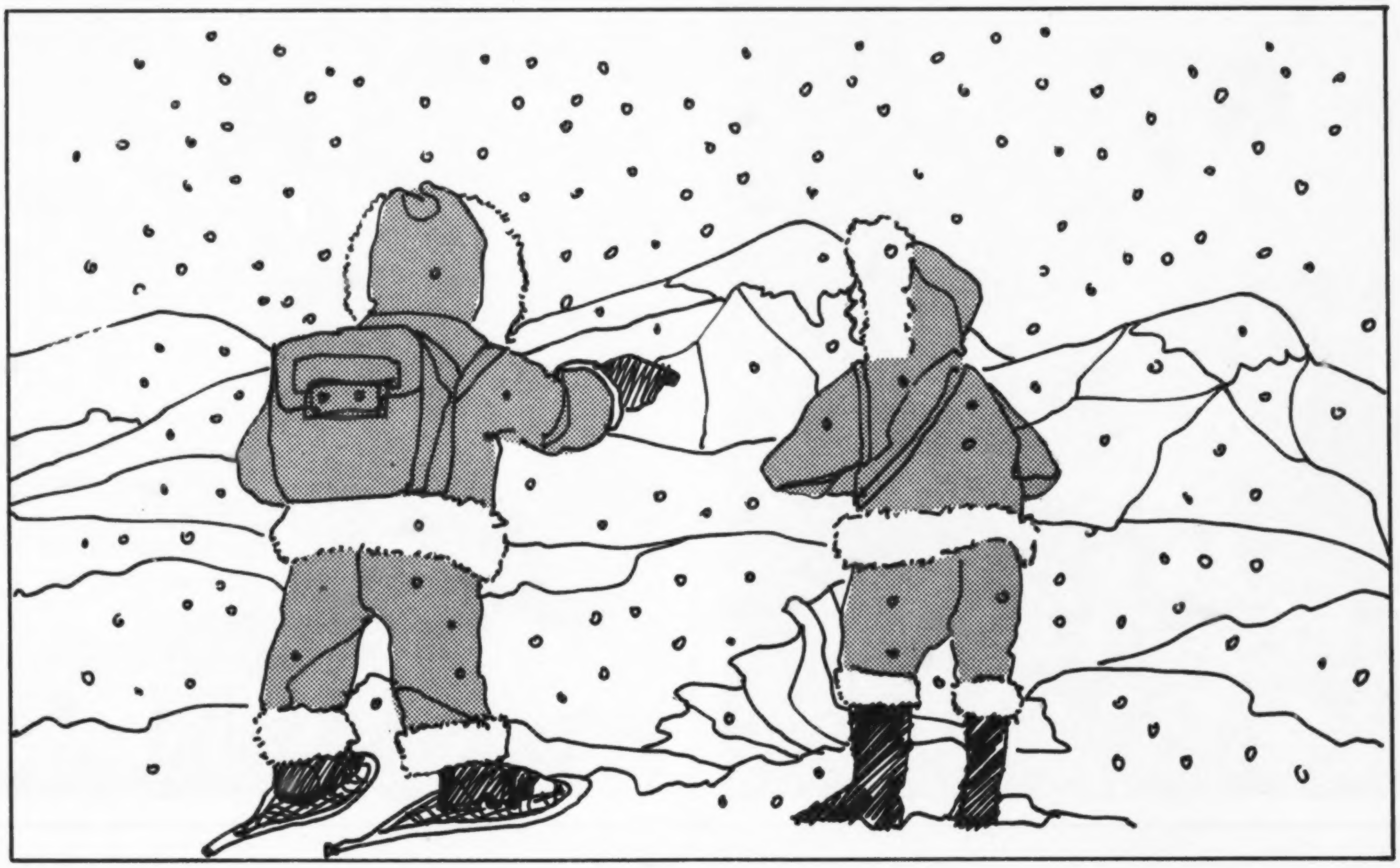


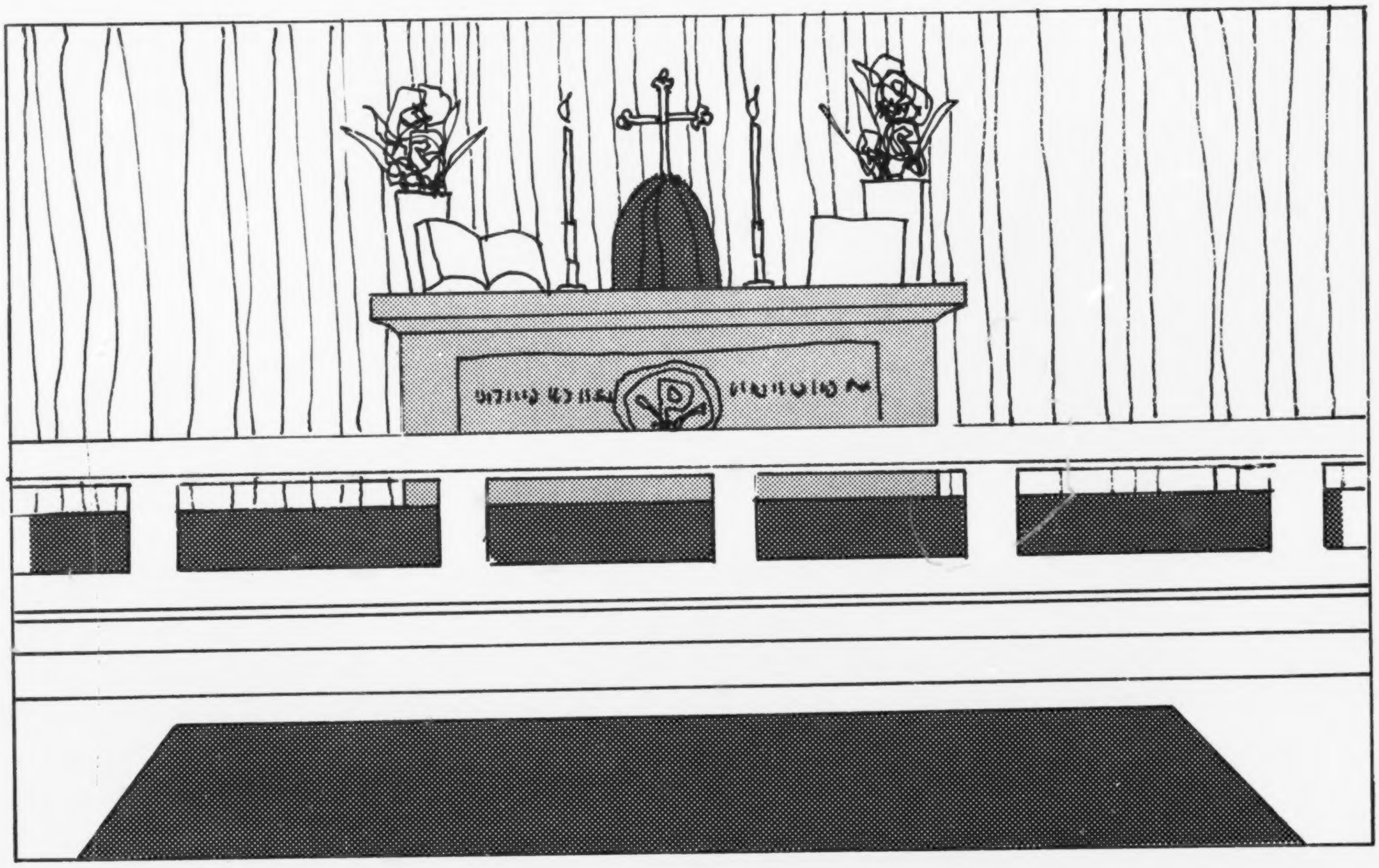

things go better

Our environment influences us.

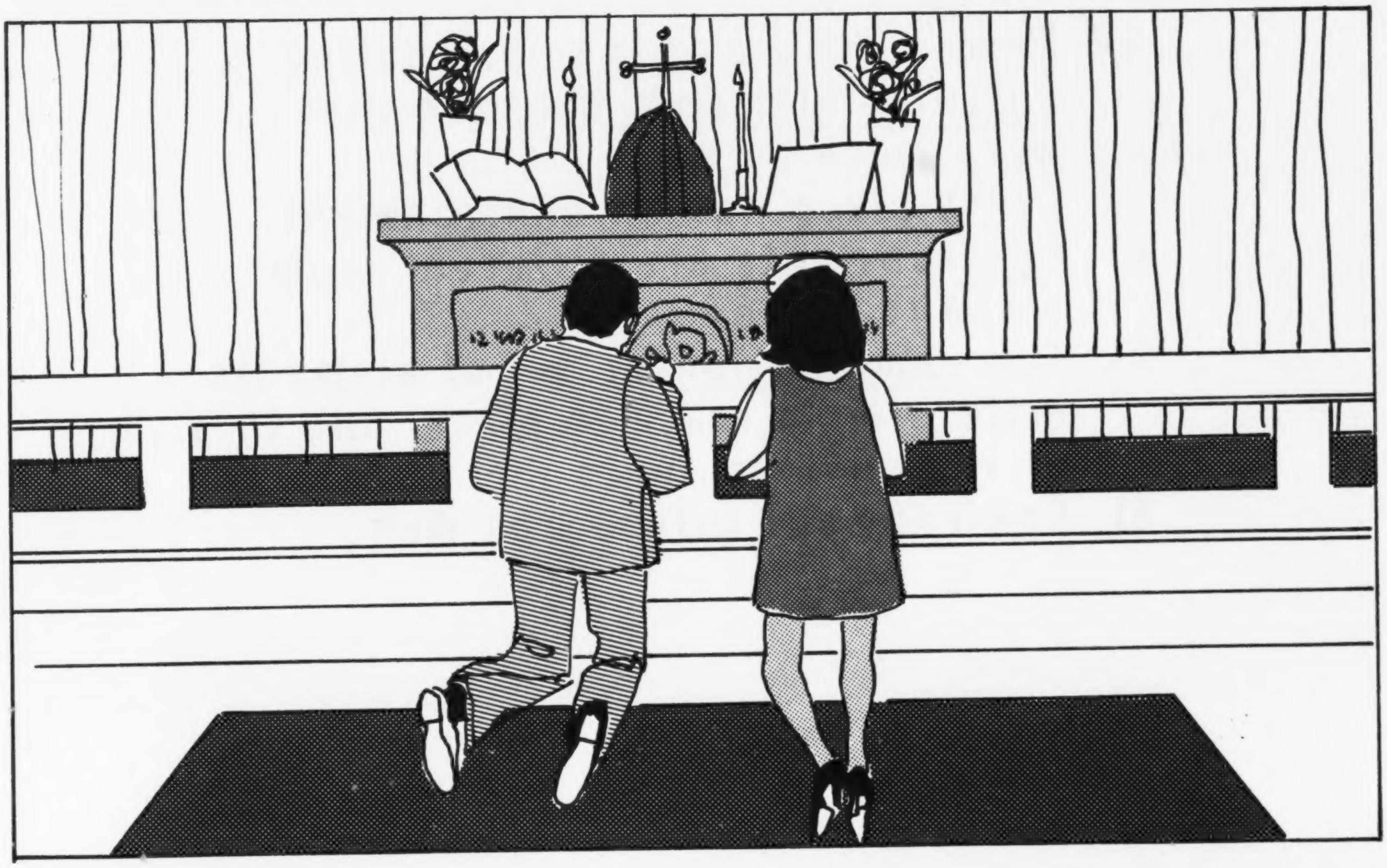


How our natural environment influences us.





How our cultural environment influences us.



Review

1) Everyone lives in an environment.
2) Our environment is made up of all the things around us.
3) Some of these things are called natural elements because they are "of nature."
4) Some of these things are called cultural elements because they were made by man.
5) Every place has an environment.
6) Environments are different from place to place.
7) The combination or set of elements differs from place to place, and this makes environments different.
8) Environment influences man.

N. Helburn

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PLACE AND ENVIRONMENT
Grade One Geography Unit

William Imperatore

Cover design and illustrations
by Rick Andreoli

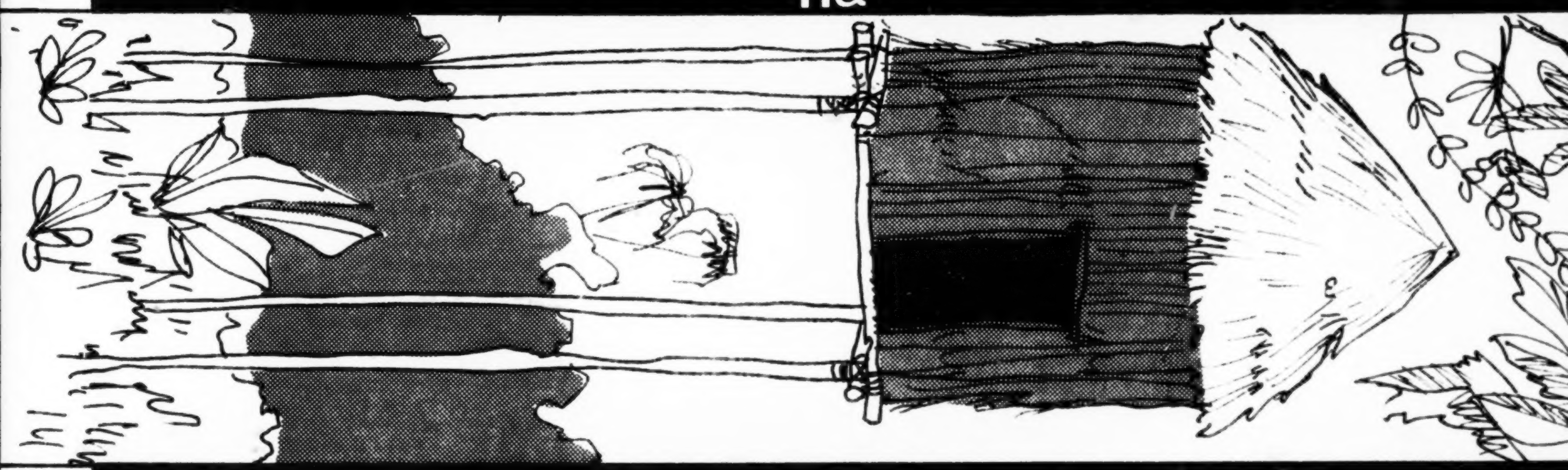
CUTOUTS
FOR
TOPICS 11 AND 12

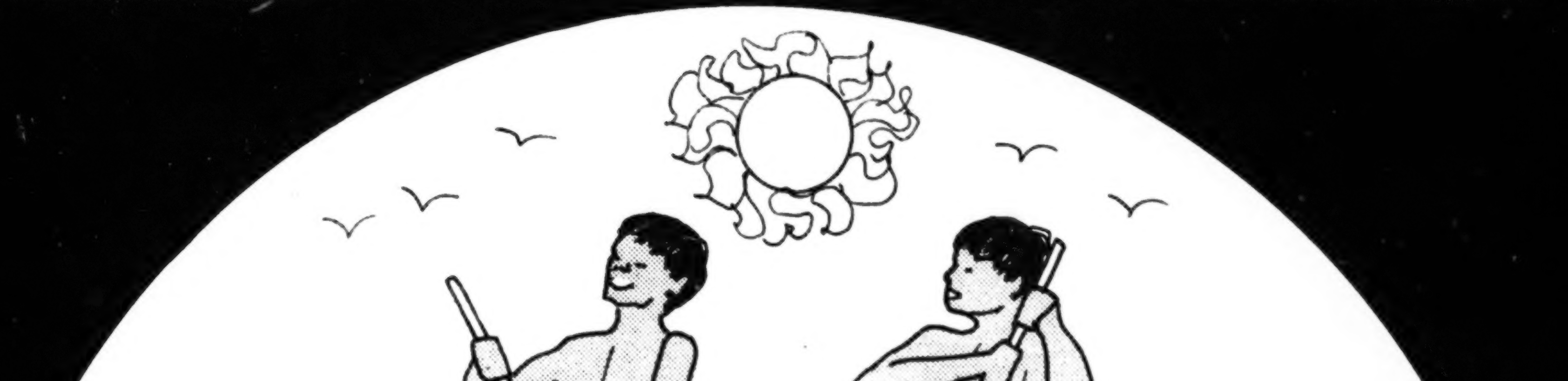
GEOGRAPHY CURRICULUM PROJECT of the
University of Georgia, Athens, Georgia
April, 1969

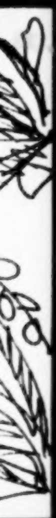
P0411(1)

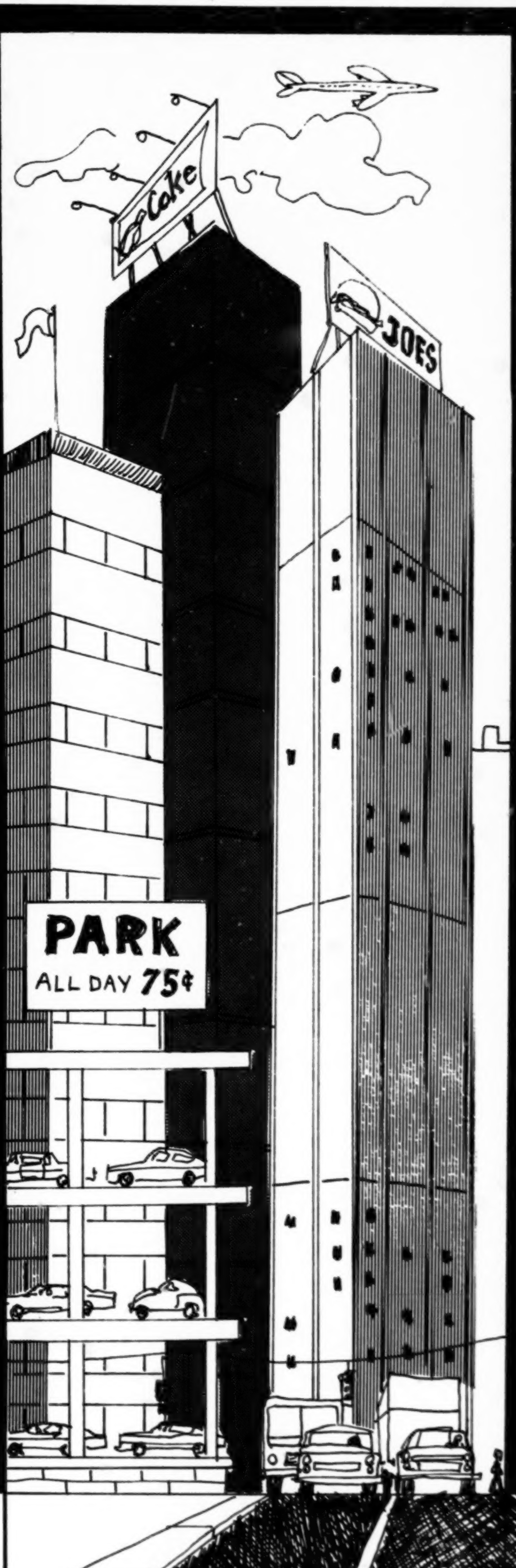
SO 000 281

11a

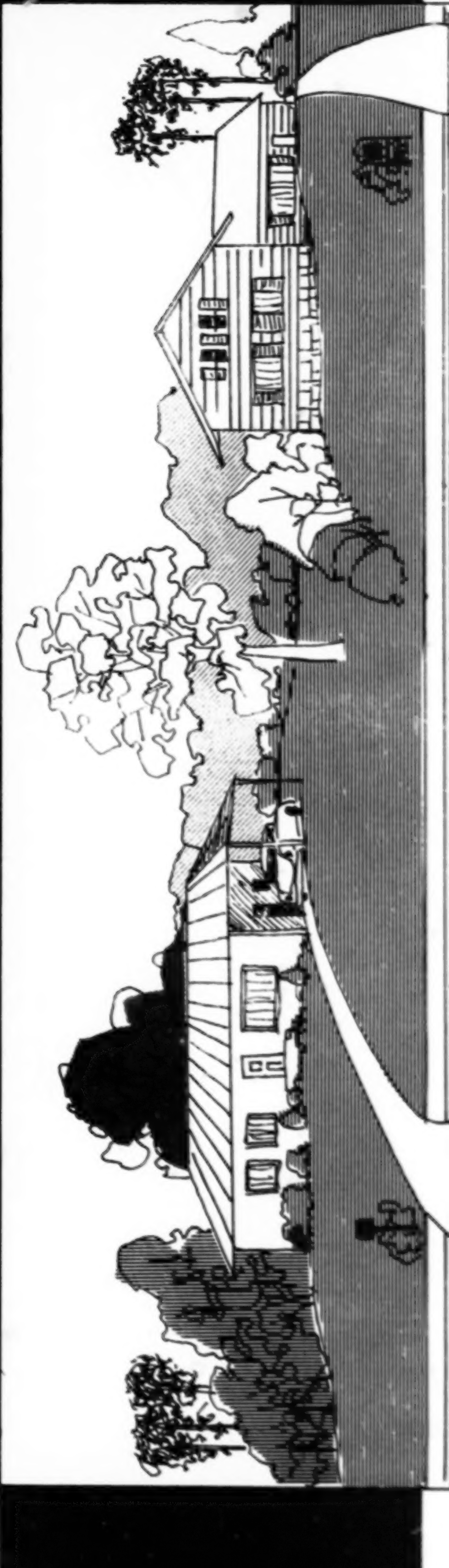







Coke
JOES
PARK
ALL DAY 75¢

11b



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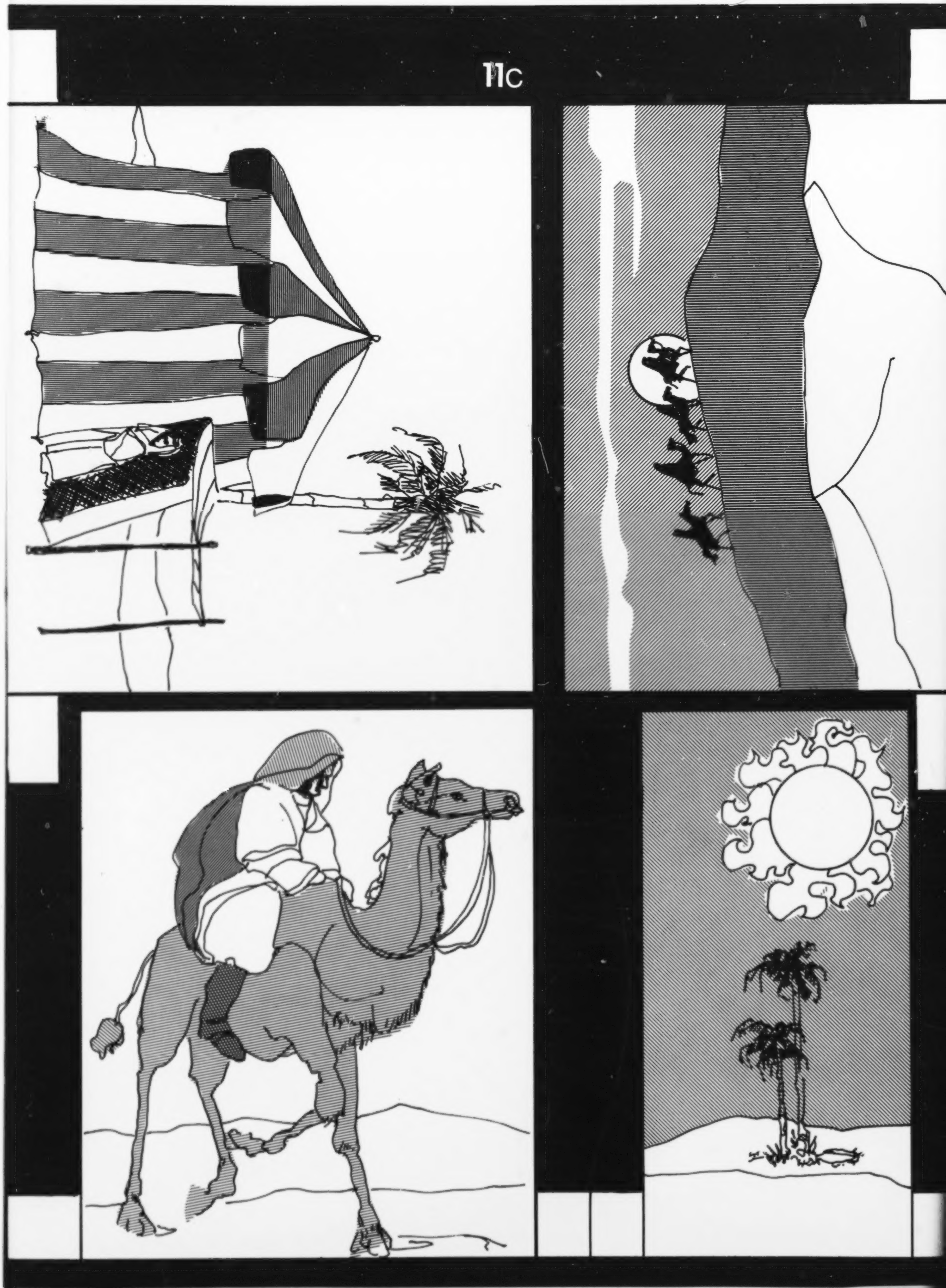

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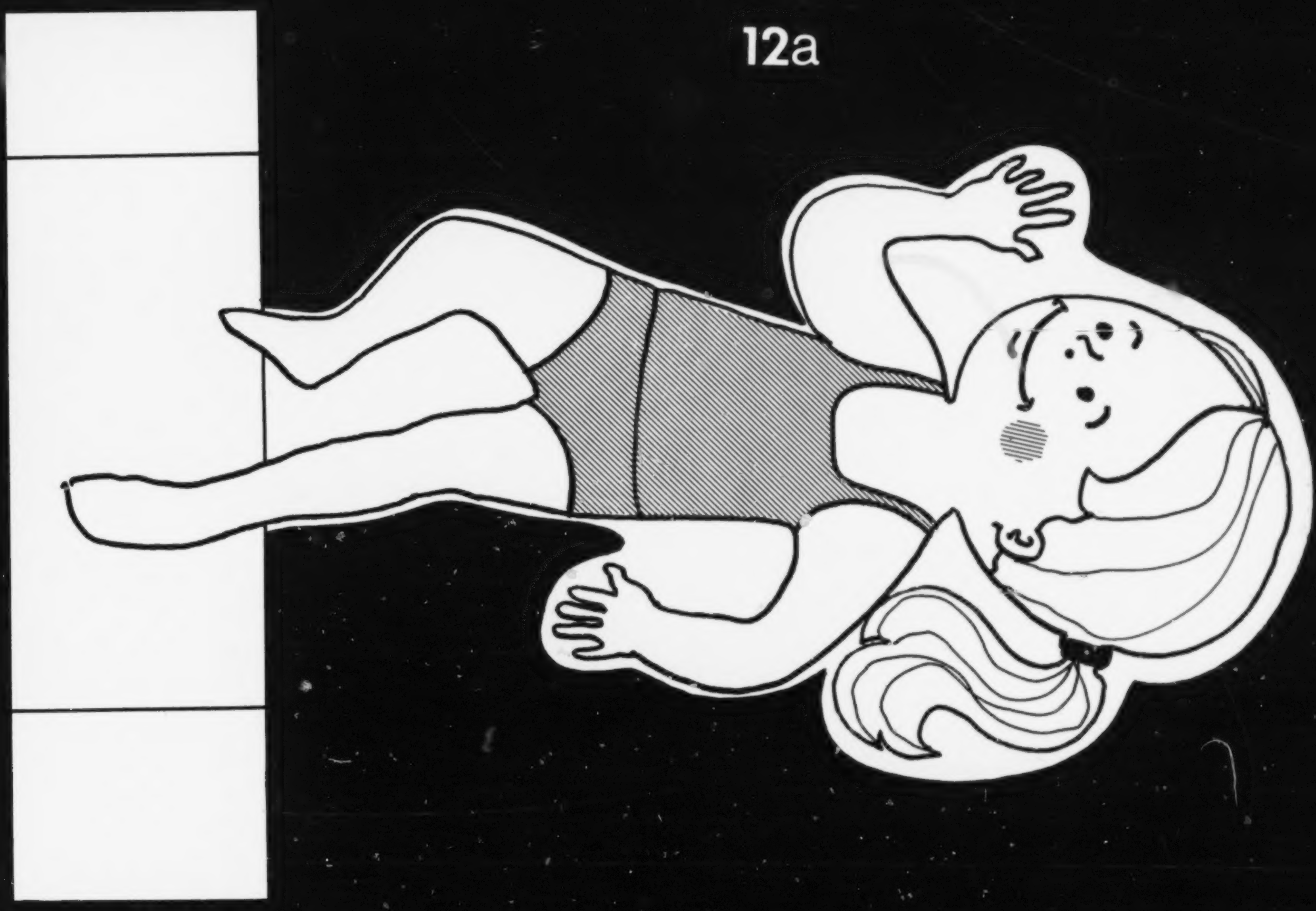

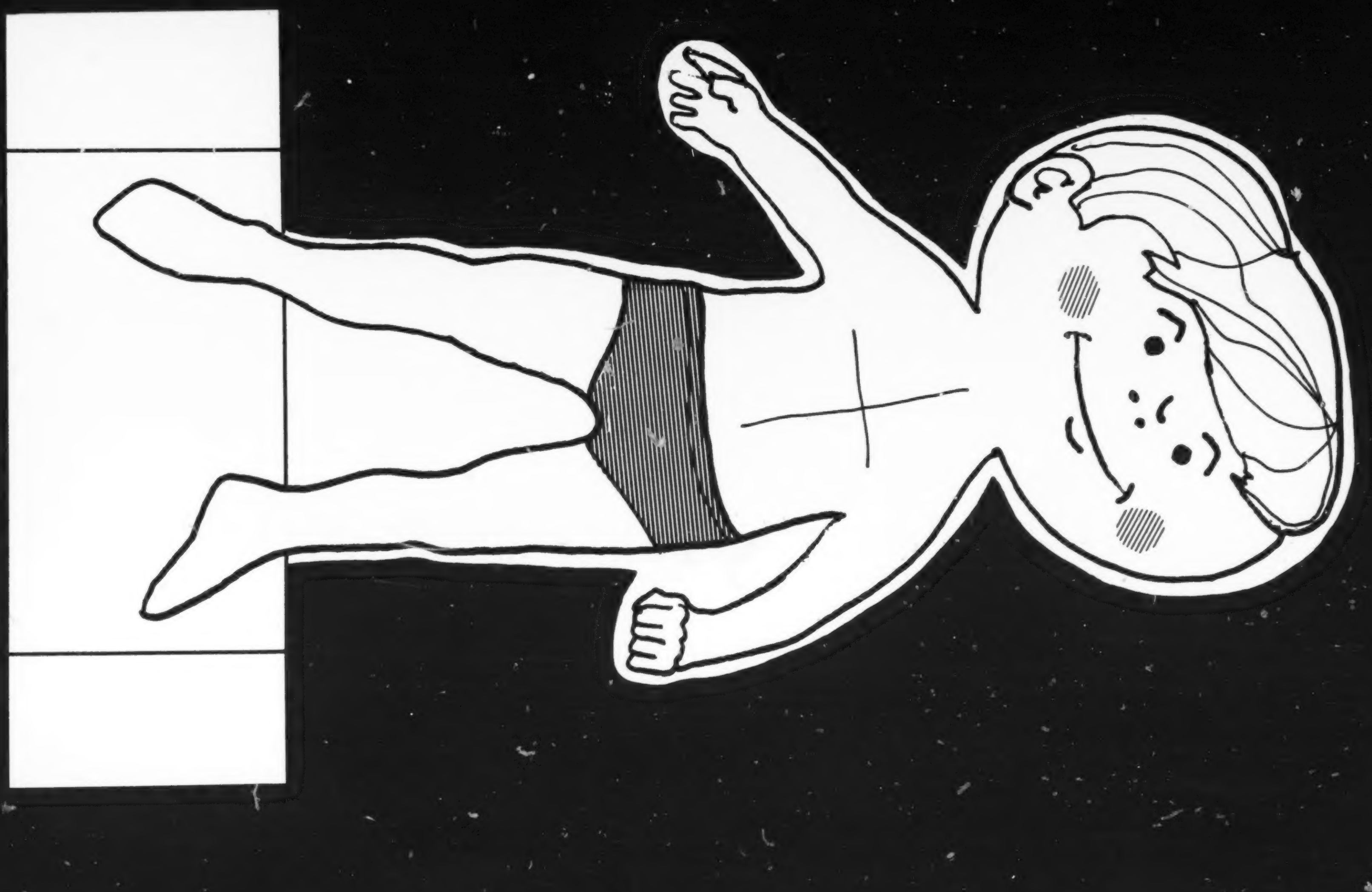

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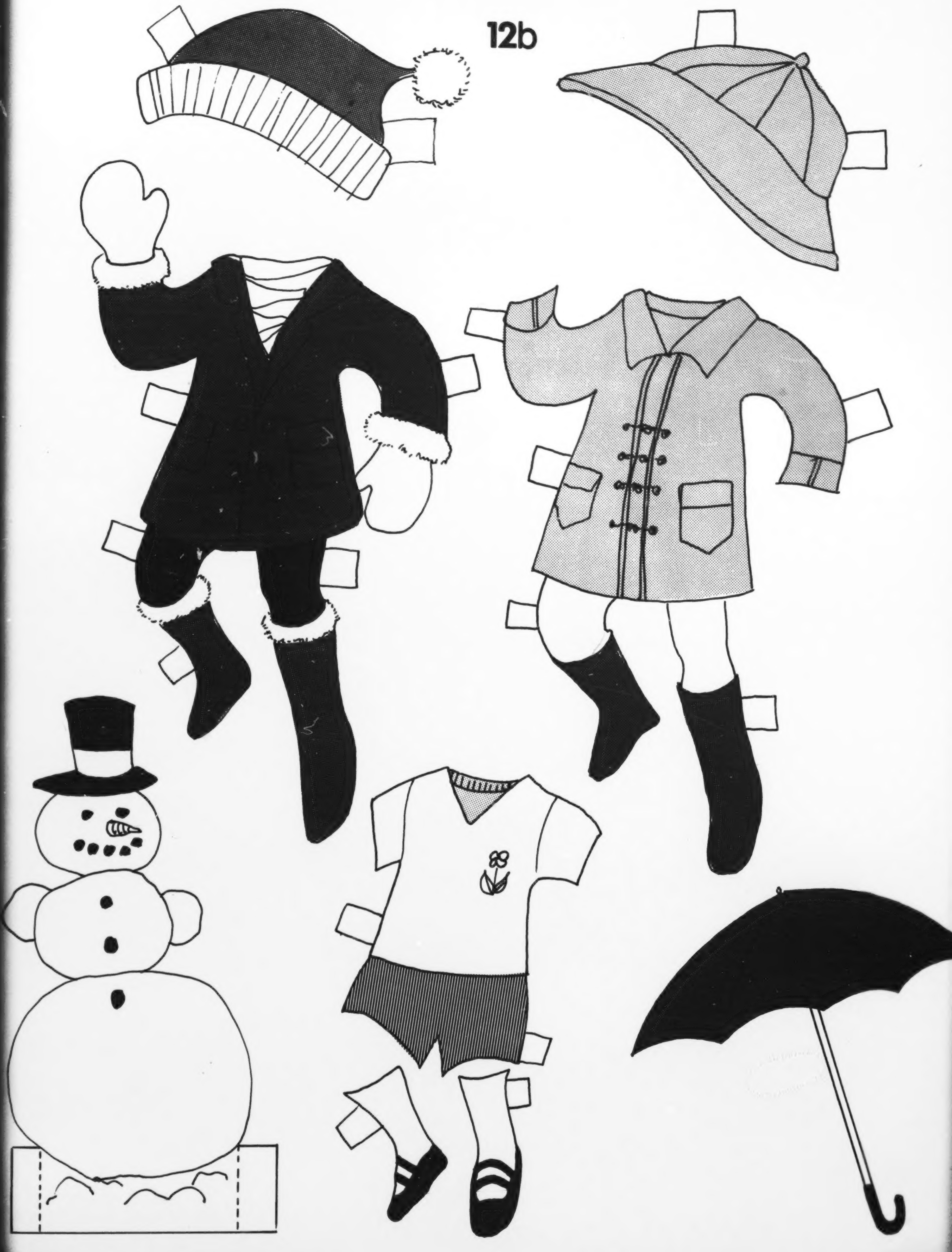

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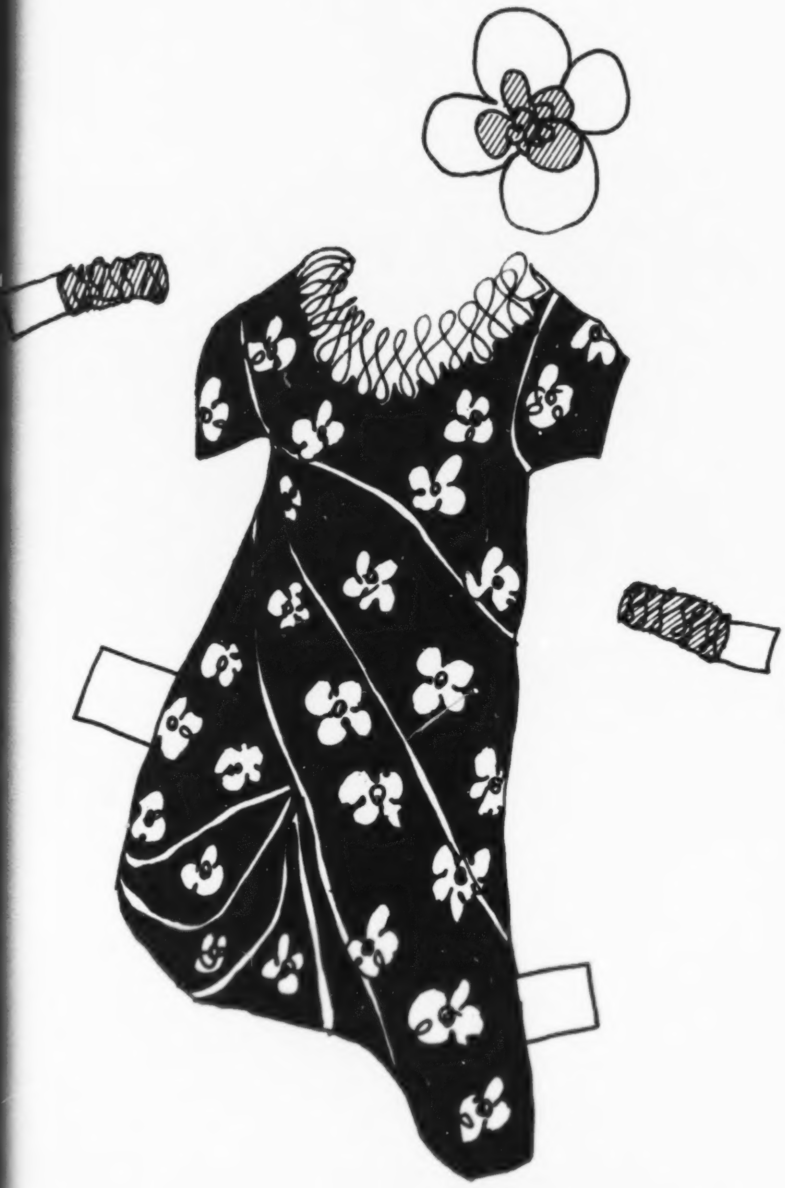

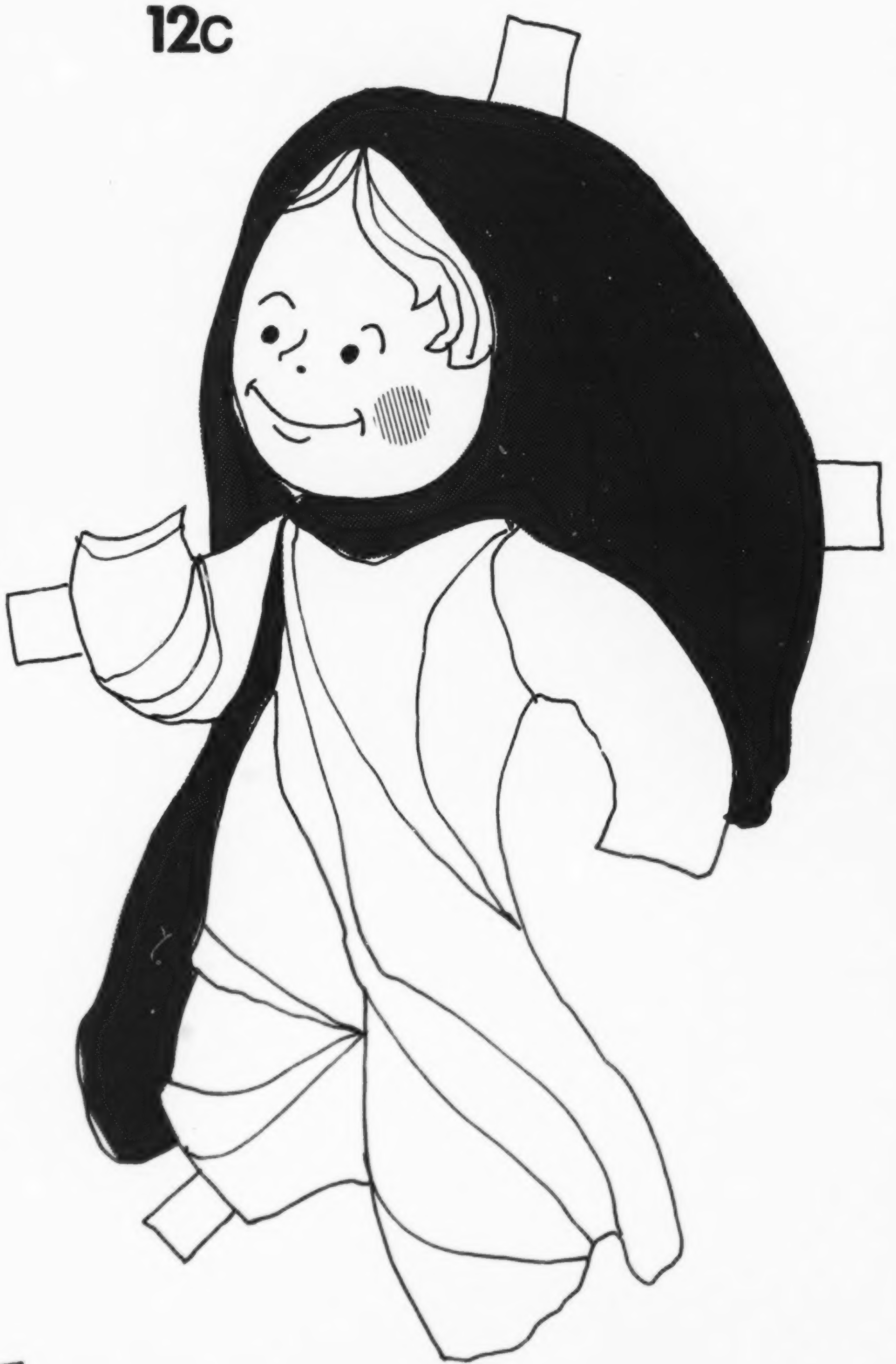

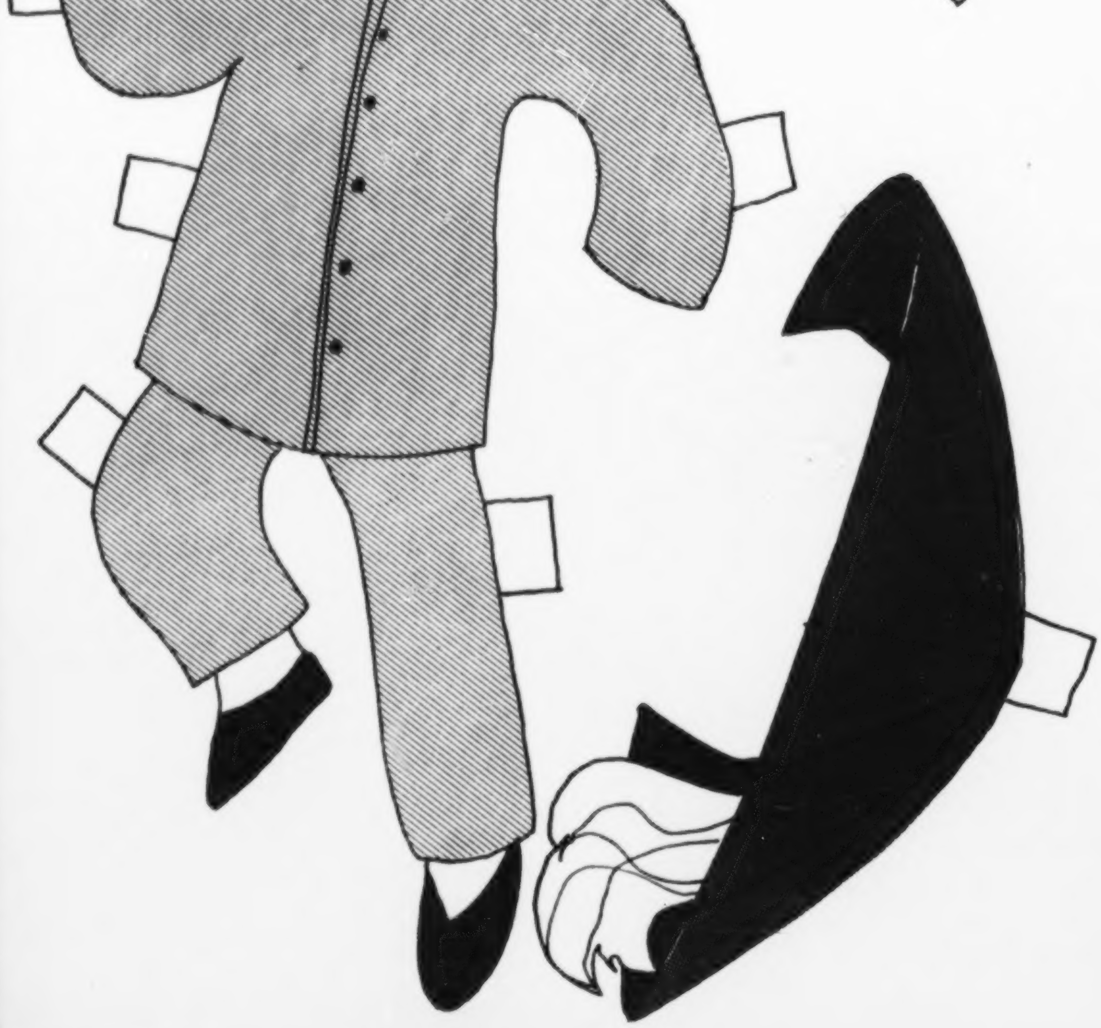

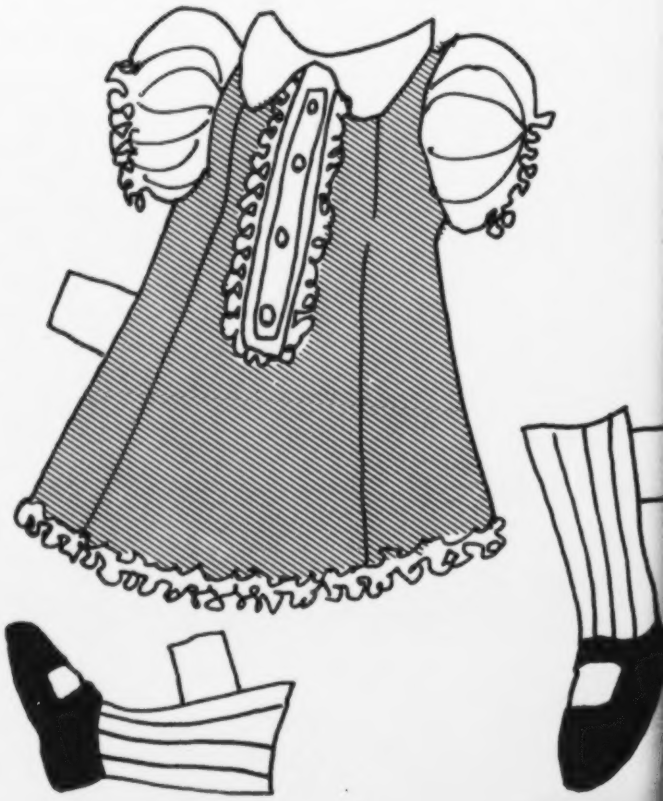

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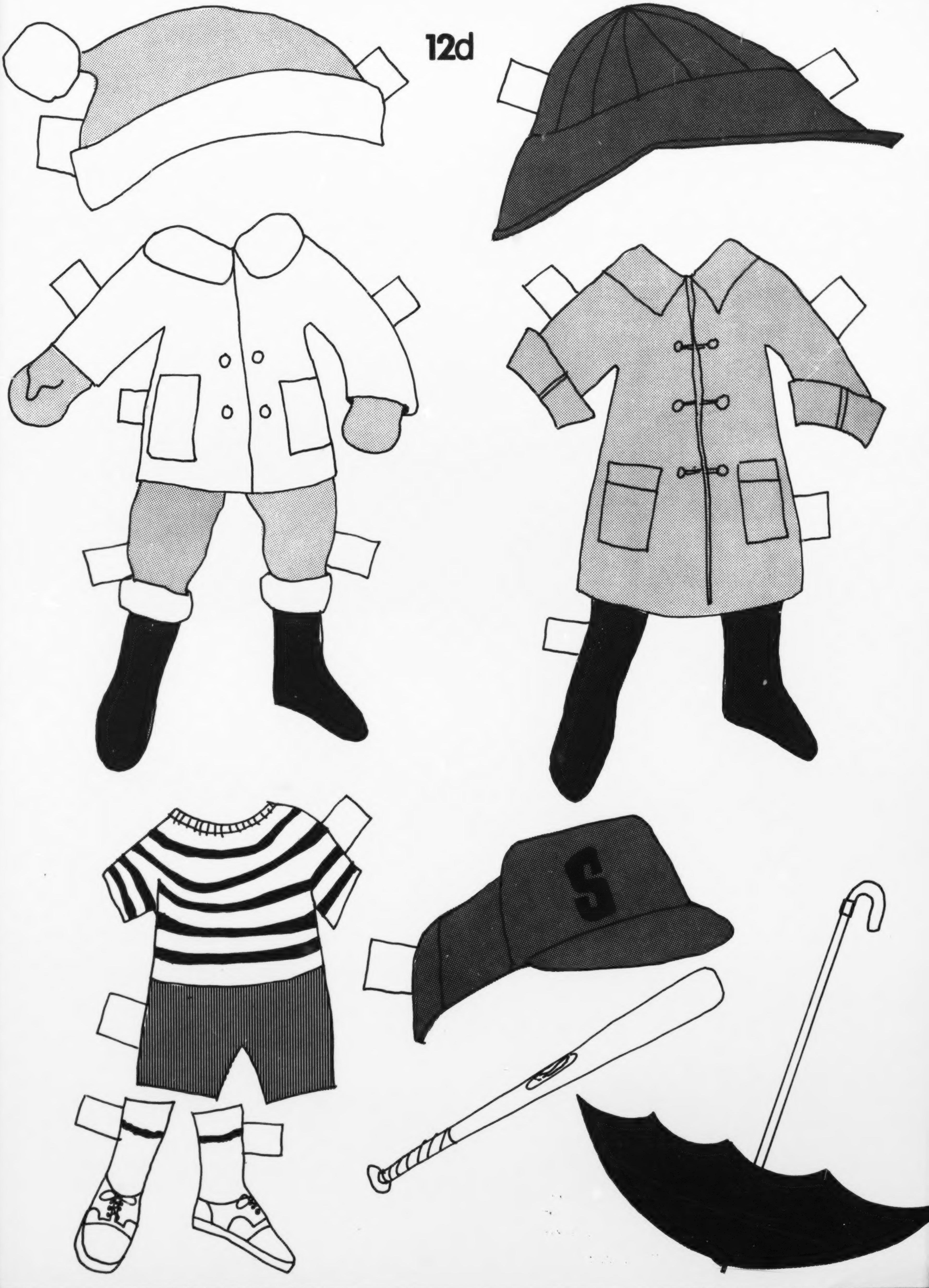

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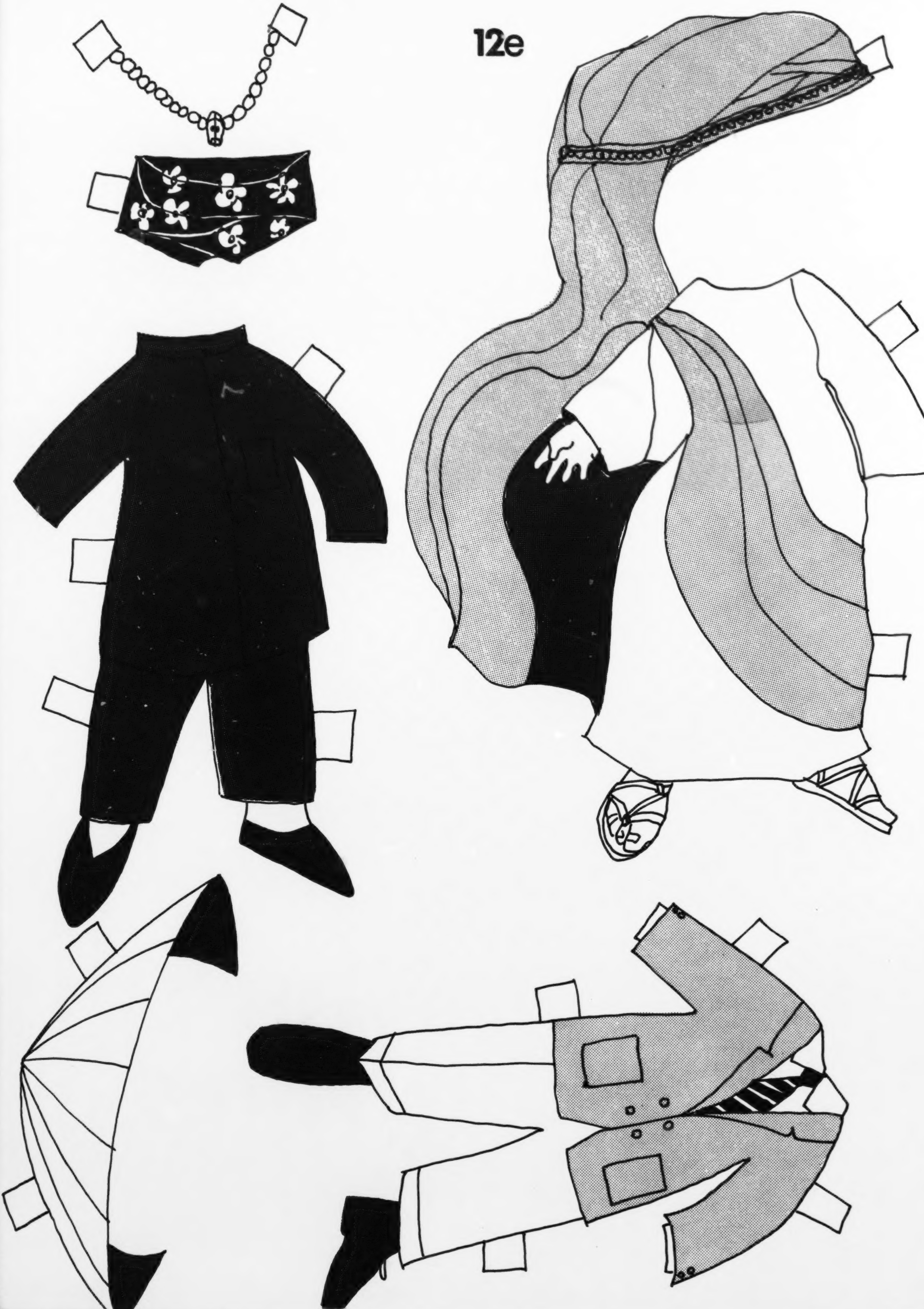

N. Helburn

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Publication No. 69-4b

PLACE AND ENVIRONMENT
Grade One Geography Unit

William Imperatore

Pupil Workbook
and Pictorial Test

Prepared for the Social Science (04) Program
GEOGRAPHY CURRICULUM PROJECT
Research and Development Center in Educational Stimulation
University of Georgia Athens, Georgia 30601
April, 1969

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PLACE AND ENVIRONMENT
Grade One Geography Unit

William Imperatore
R & D Center in Educational Stimulation

Cover design and illustrations
by Rick Andreoli

PUPIL WORKBOOK AND PICTORIAL TEST

Prepared for the Social Science Program (04)
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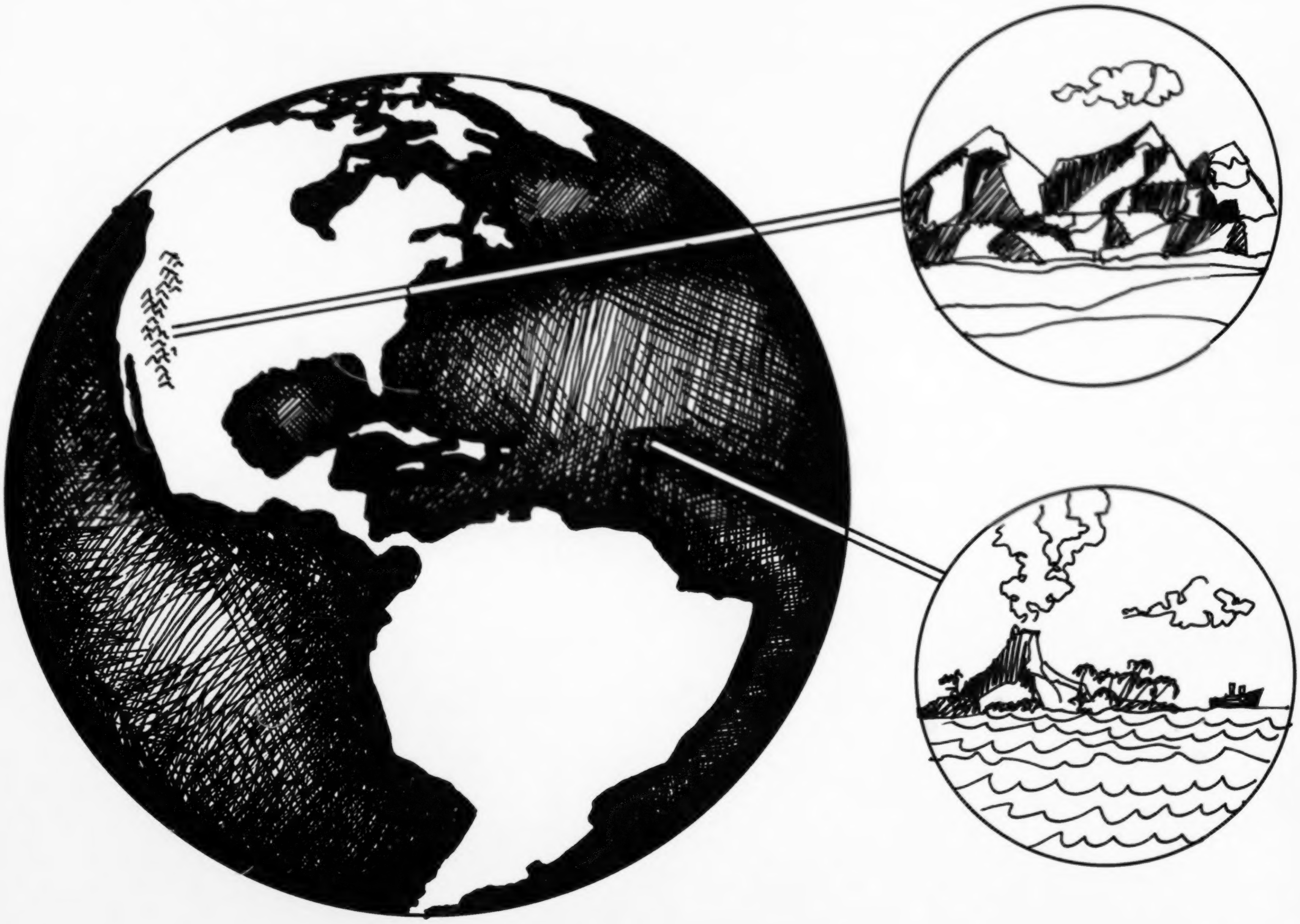
Research and Development Center in Educational Stimulation
University of Georgia, Athens, Georgia
April, 1969

P0411b(1)

1

Geographers Study Places to Learn About the Earth



Geographers study places to

learn about the earth.

2

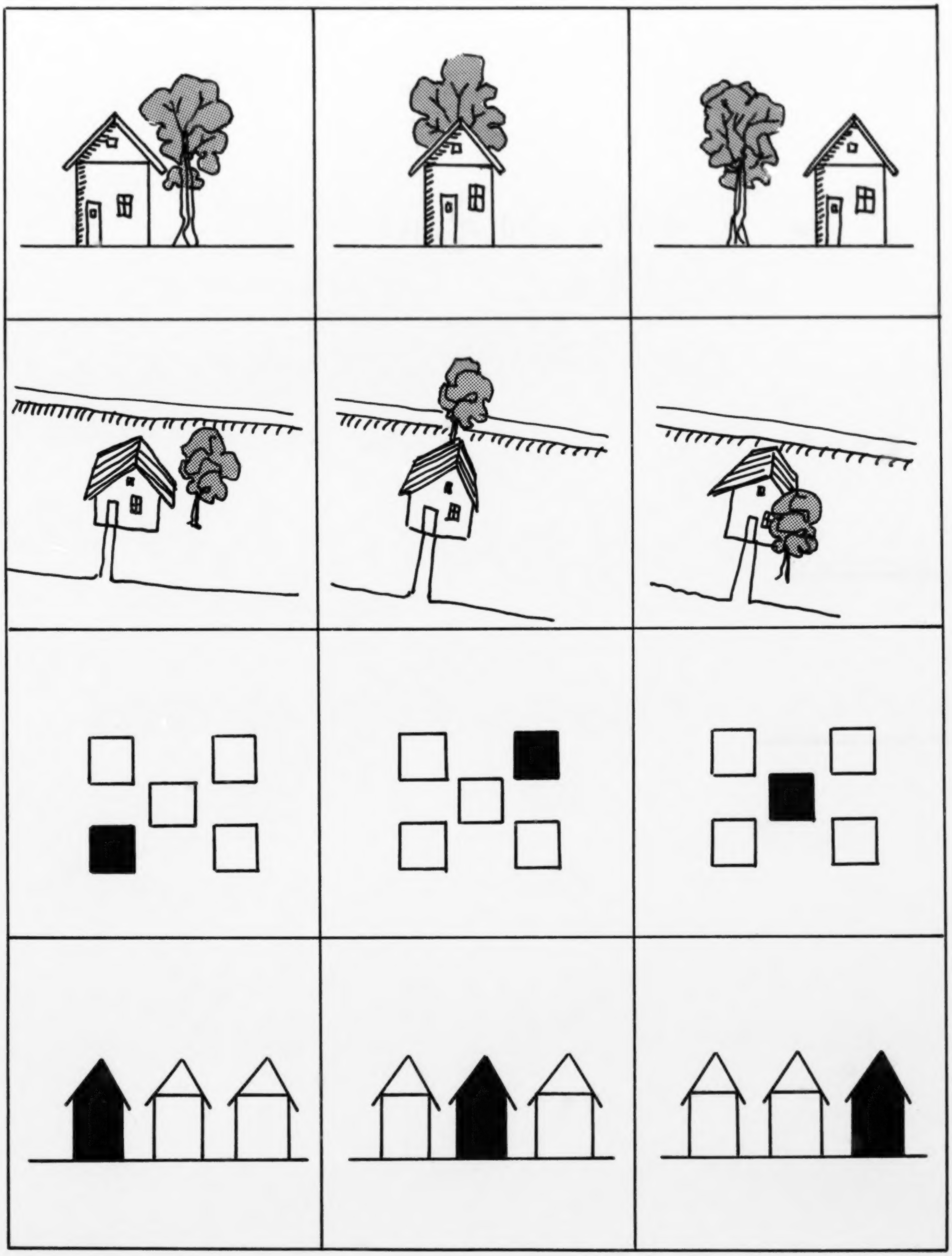
Where and What?

Location means WHERE.

Character refers to WHAT is there.

3

Positional Location



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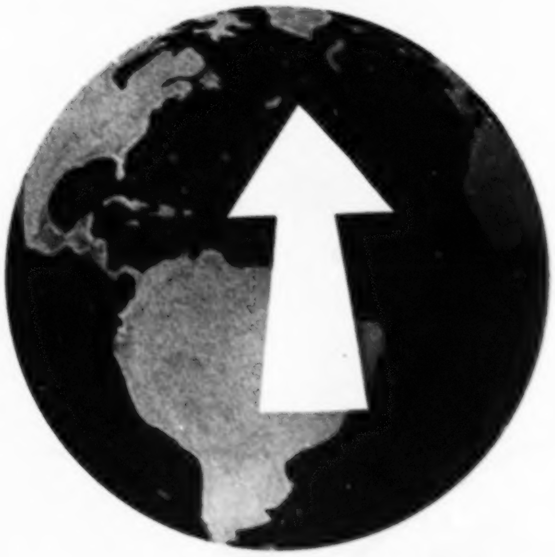
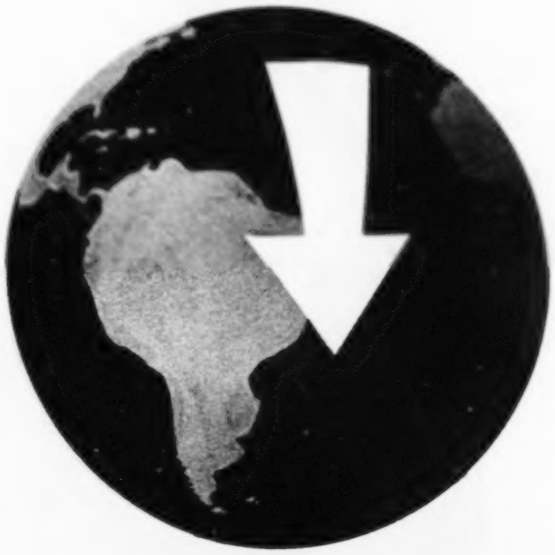
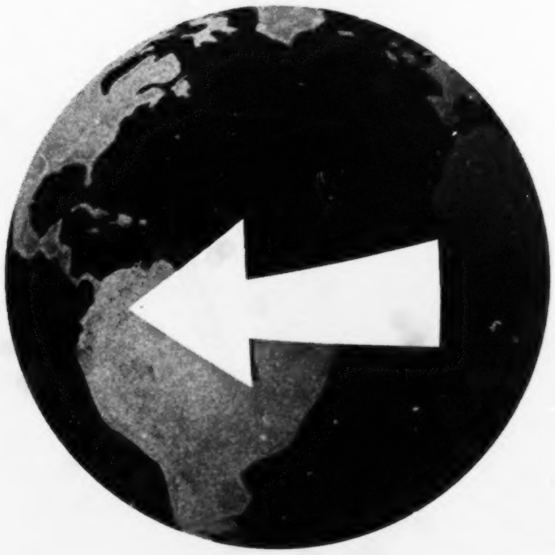
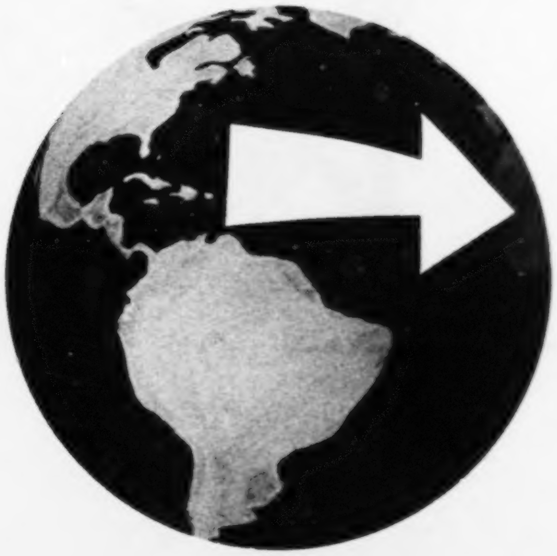


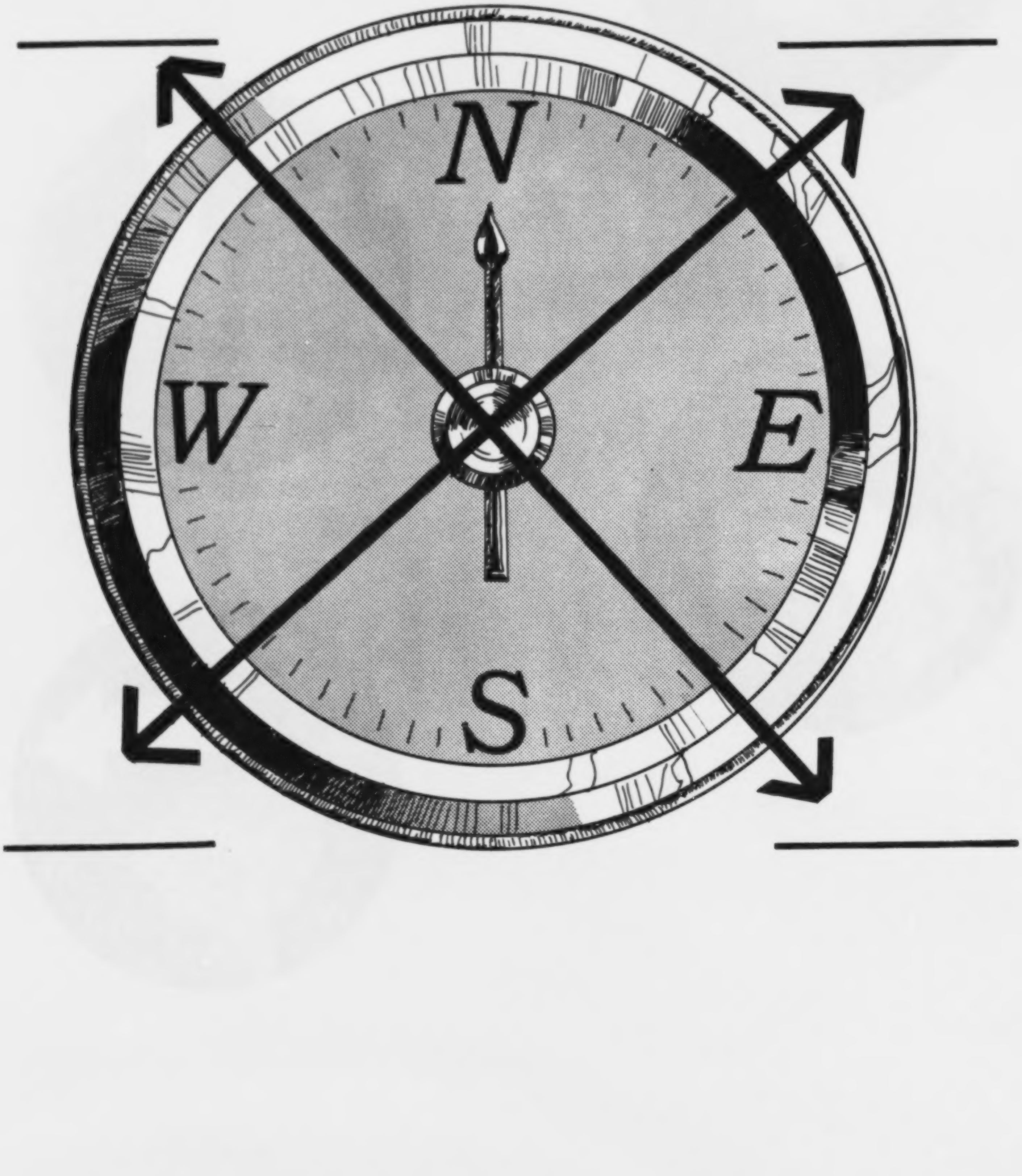
Cardinal Directions

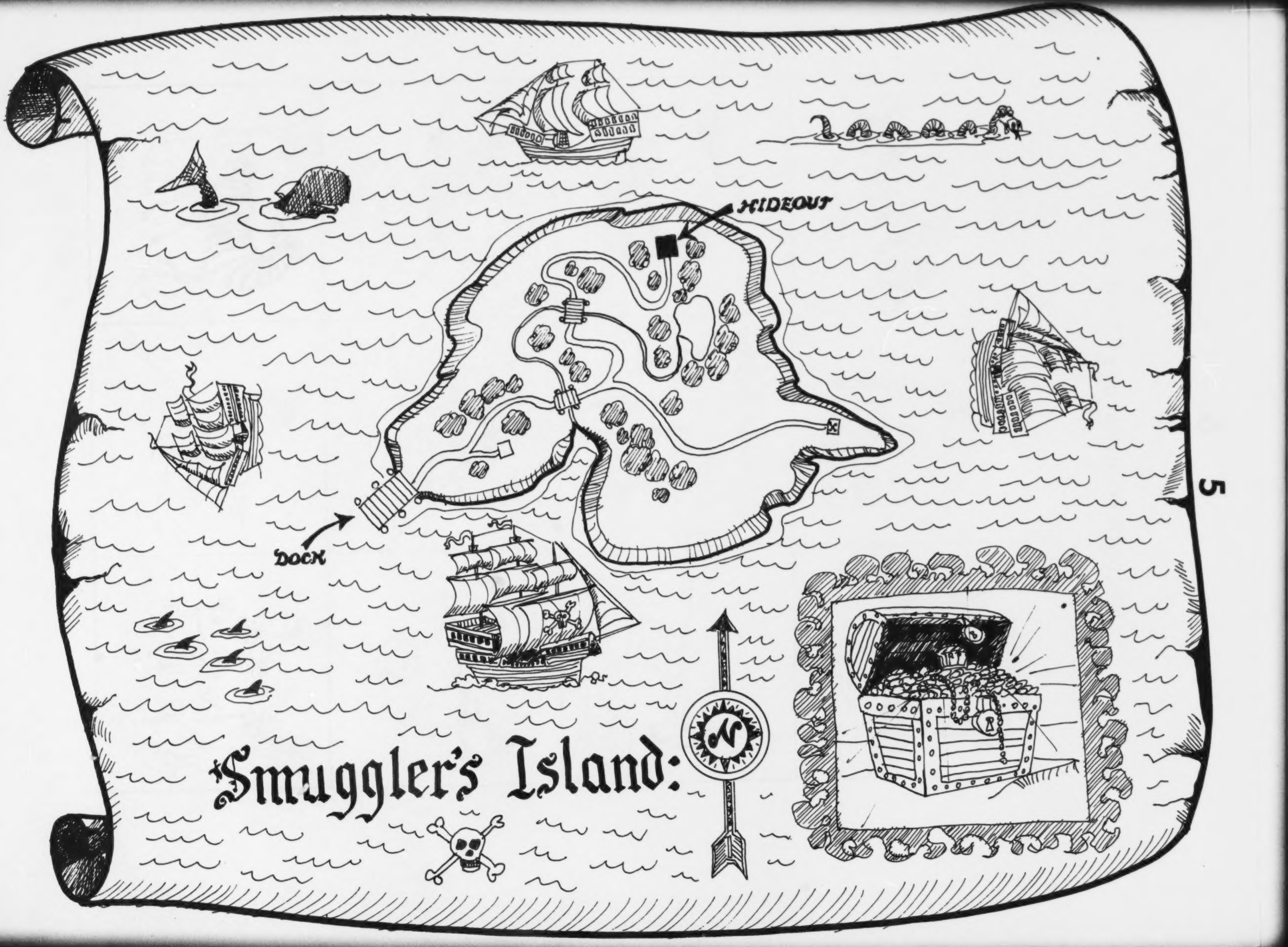






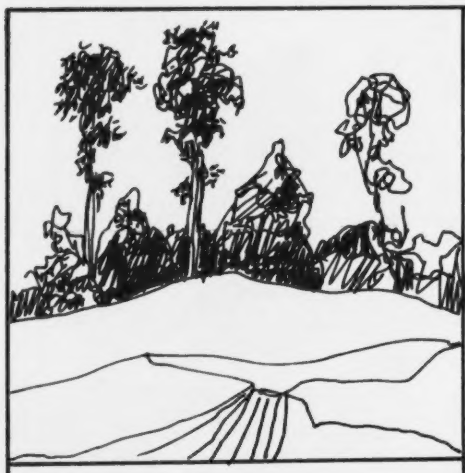
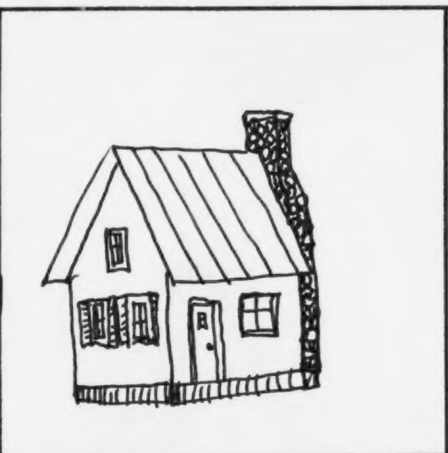
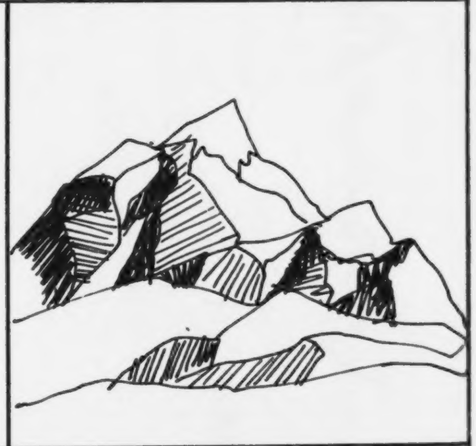
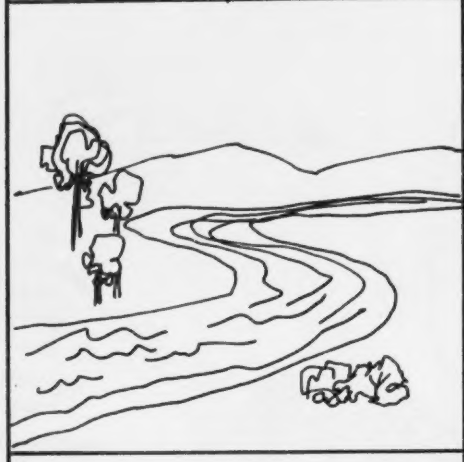
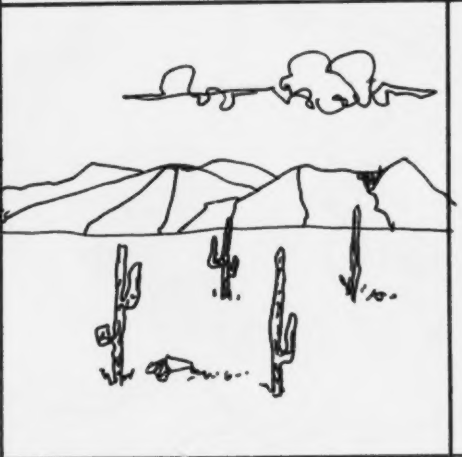
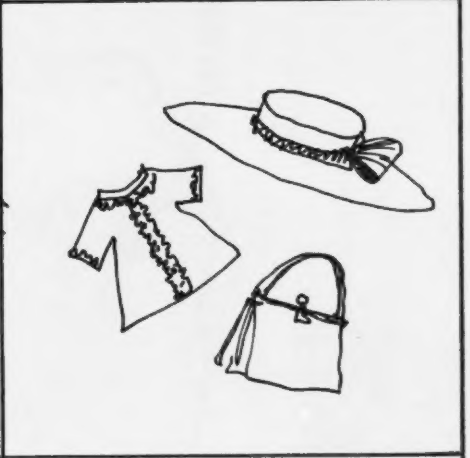
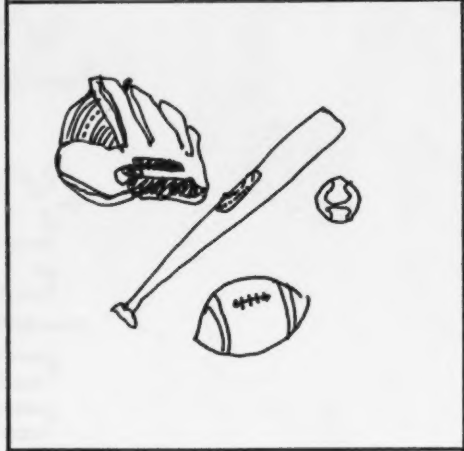
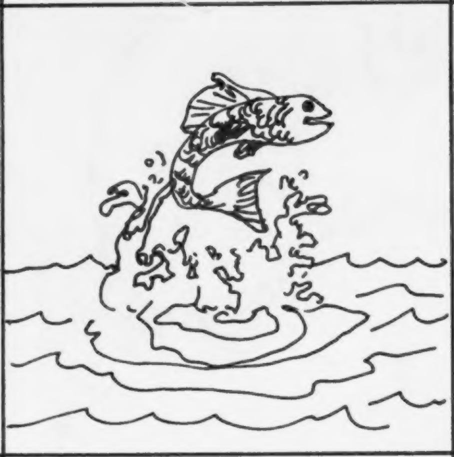
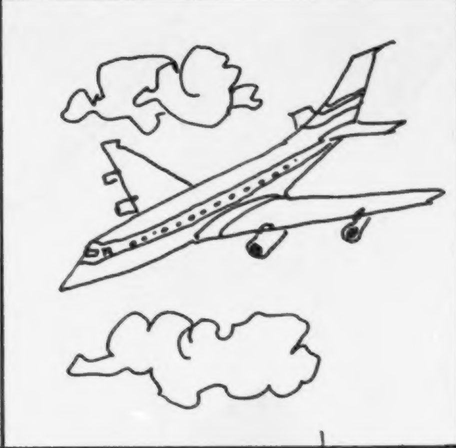
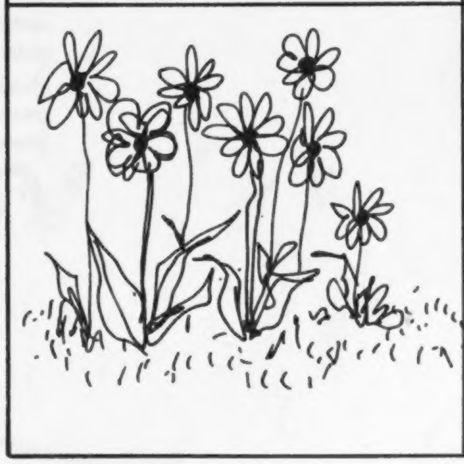
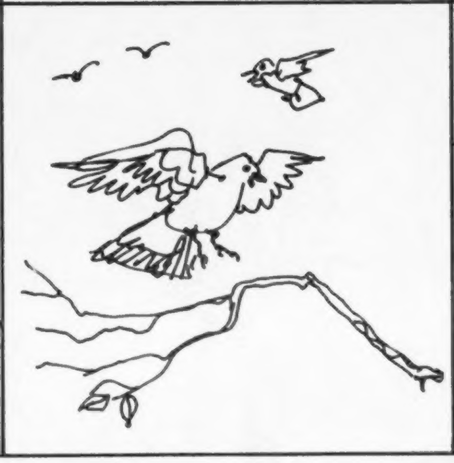
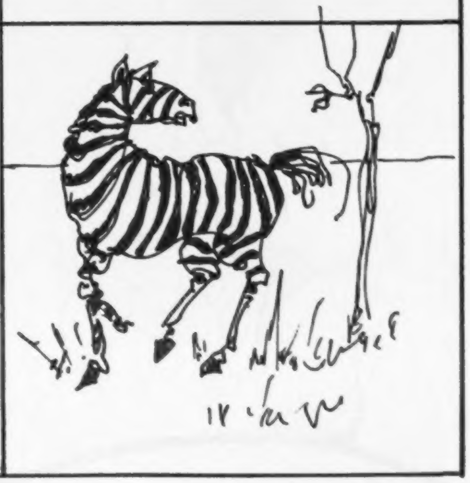
The Intermediate Directions




HIDEOUT
DOCK
Smuggler's Island:
N

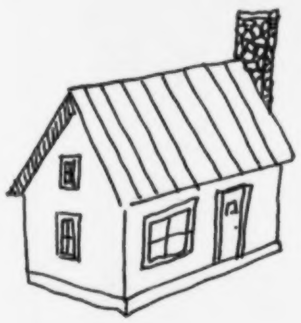
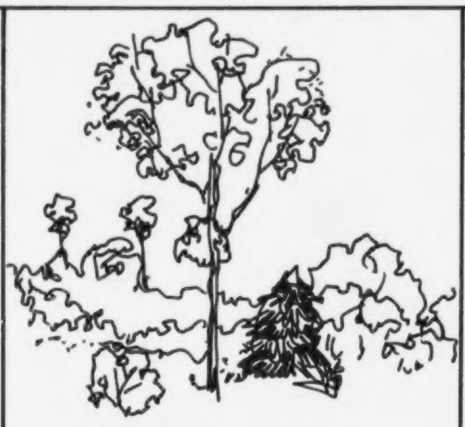
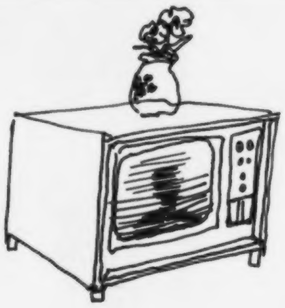
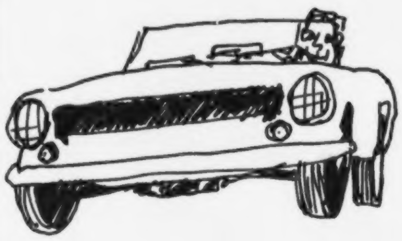
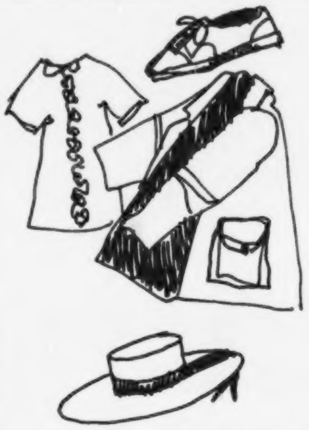
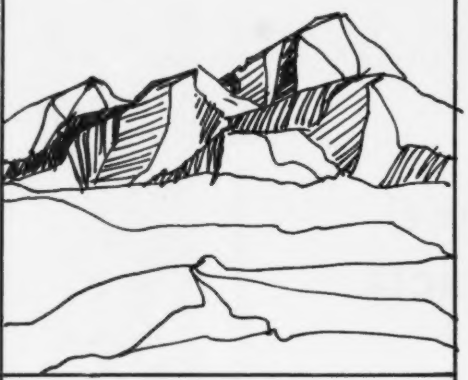
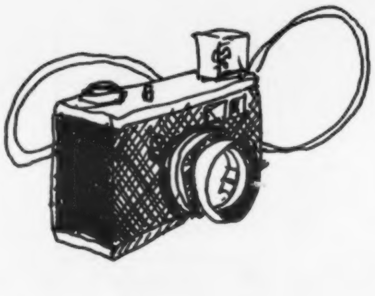
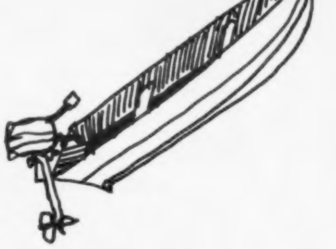
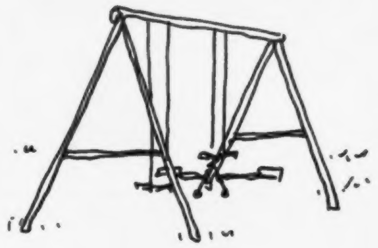
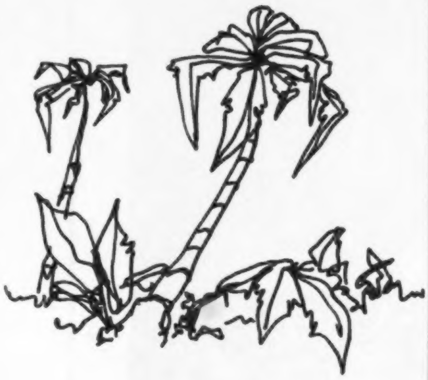
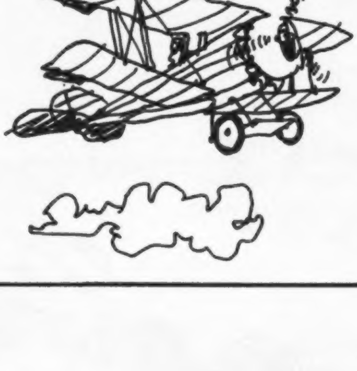
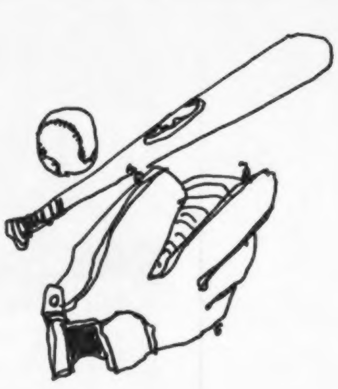
6

Recognizing Natural Features

7

Recognizing Cultural Features

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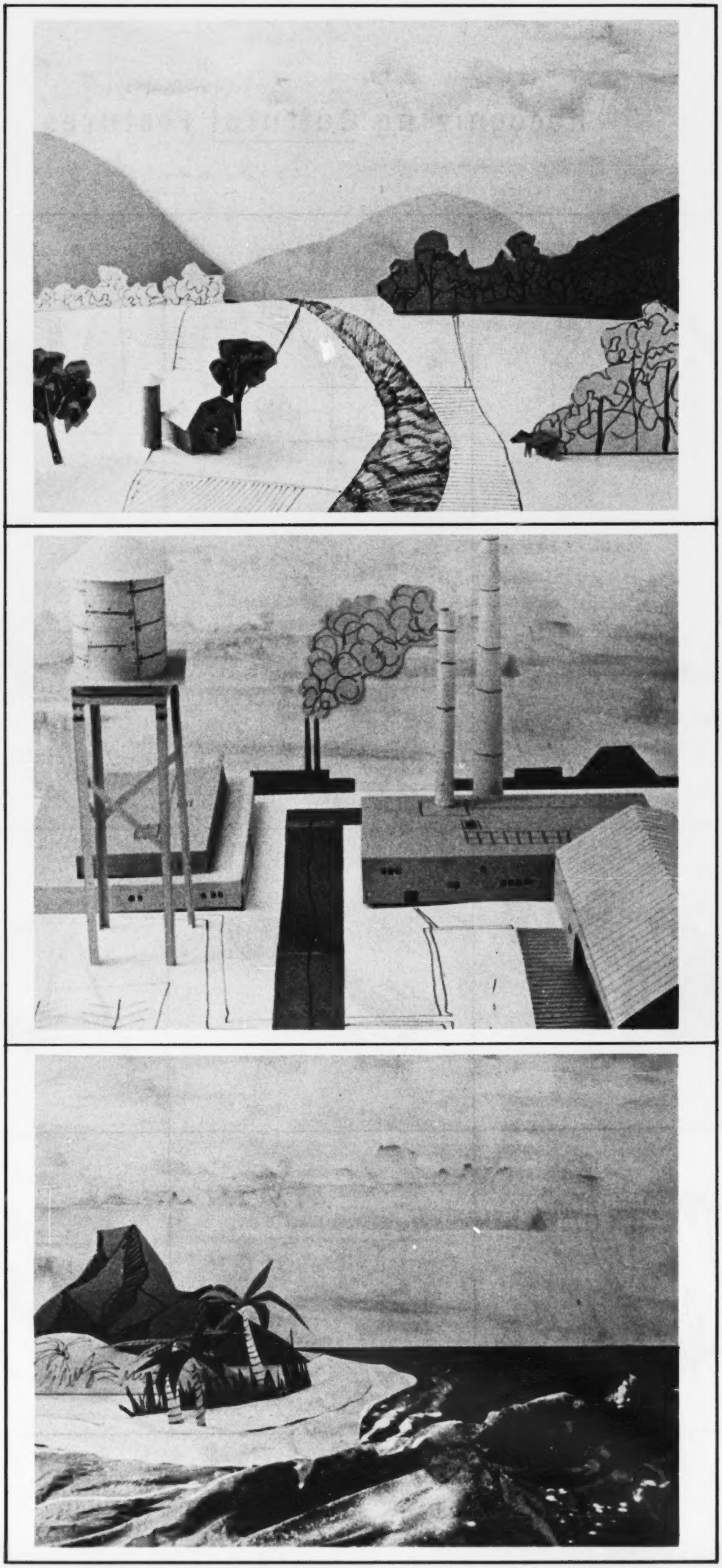
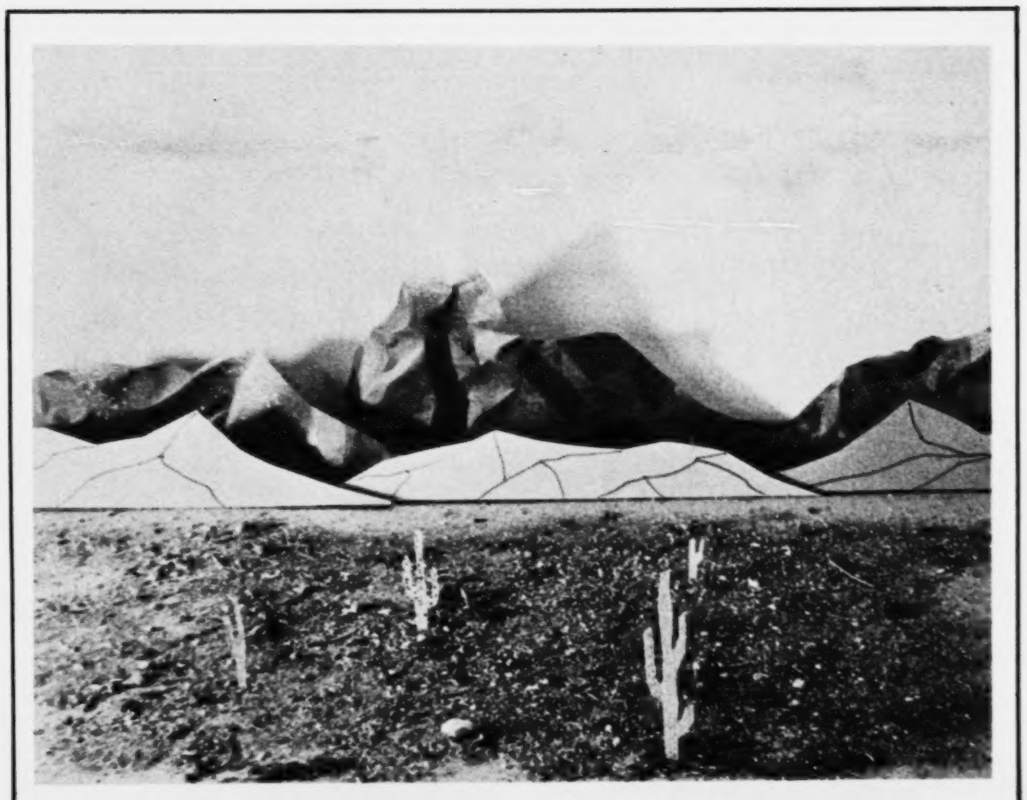
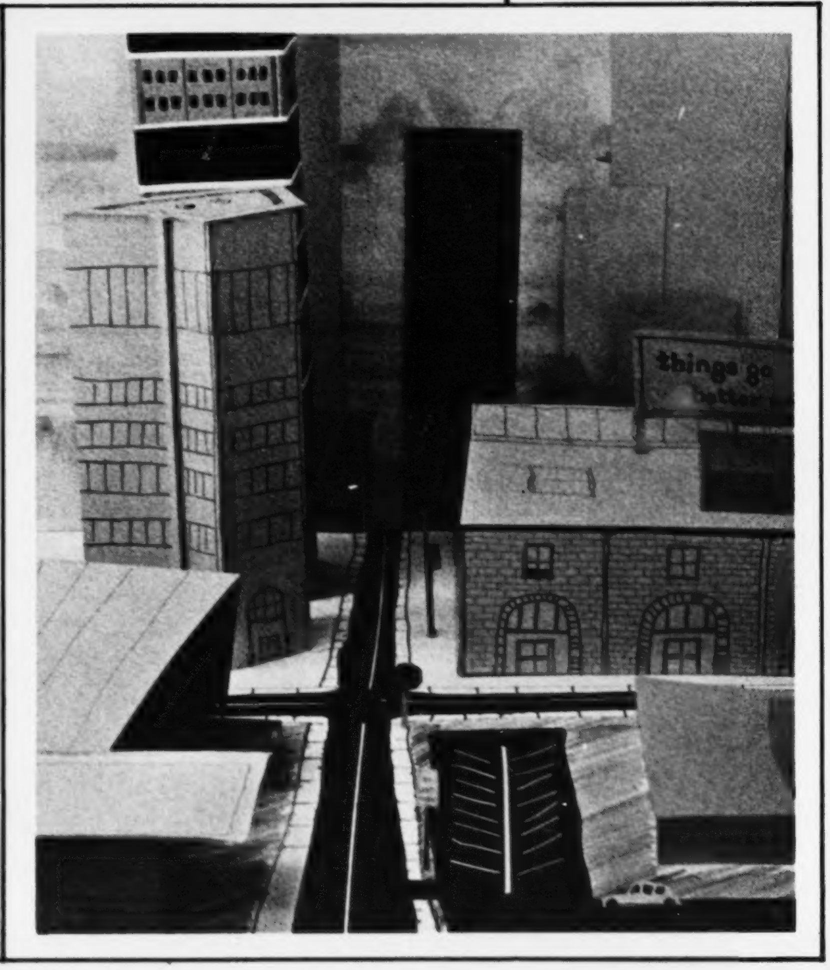


Place Character

8b

Place Character

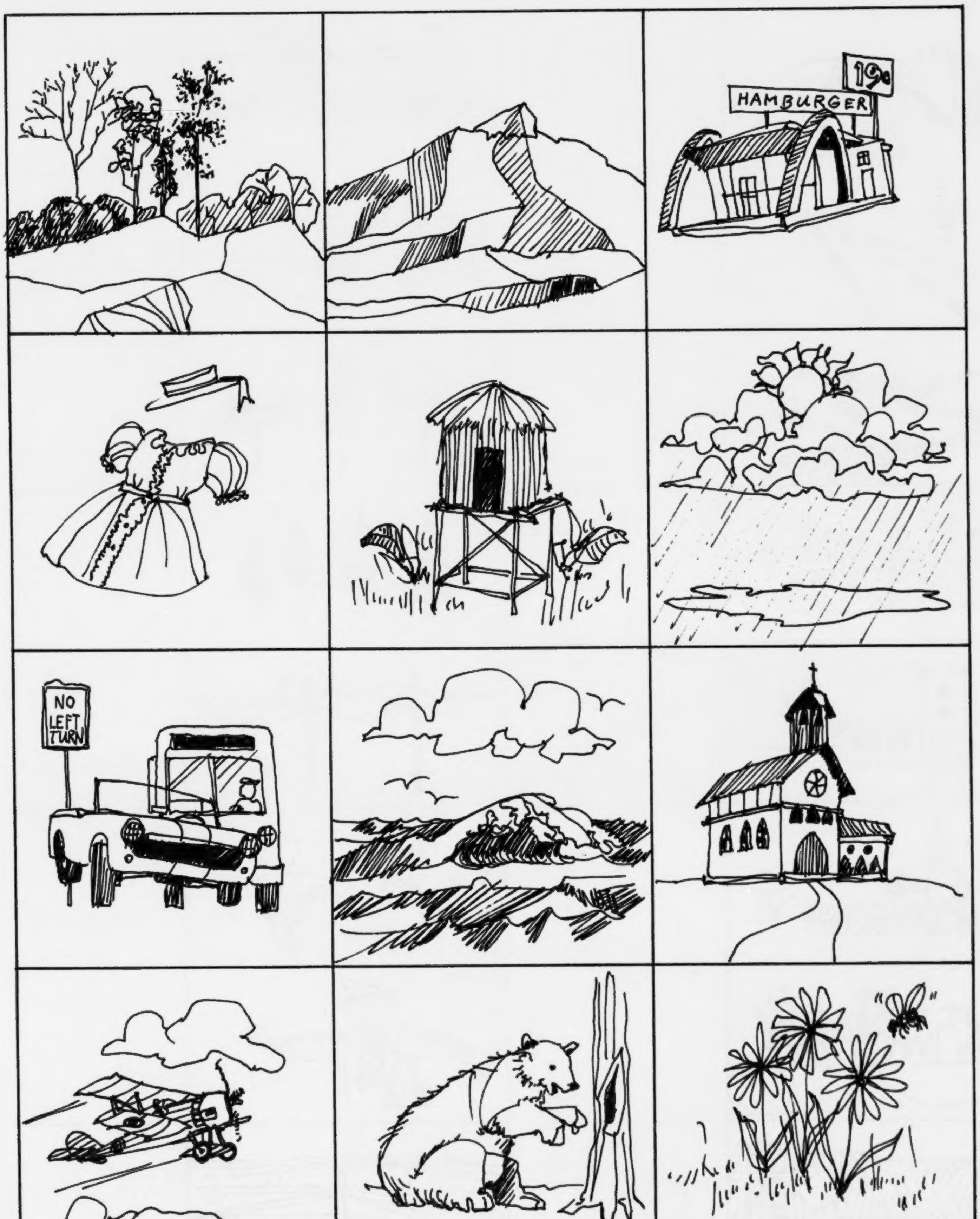



things go better

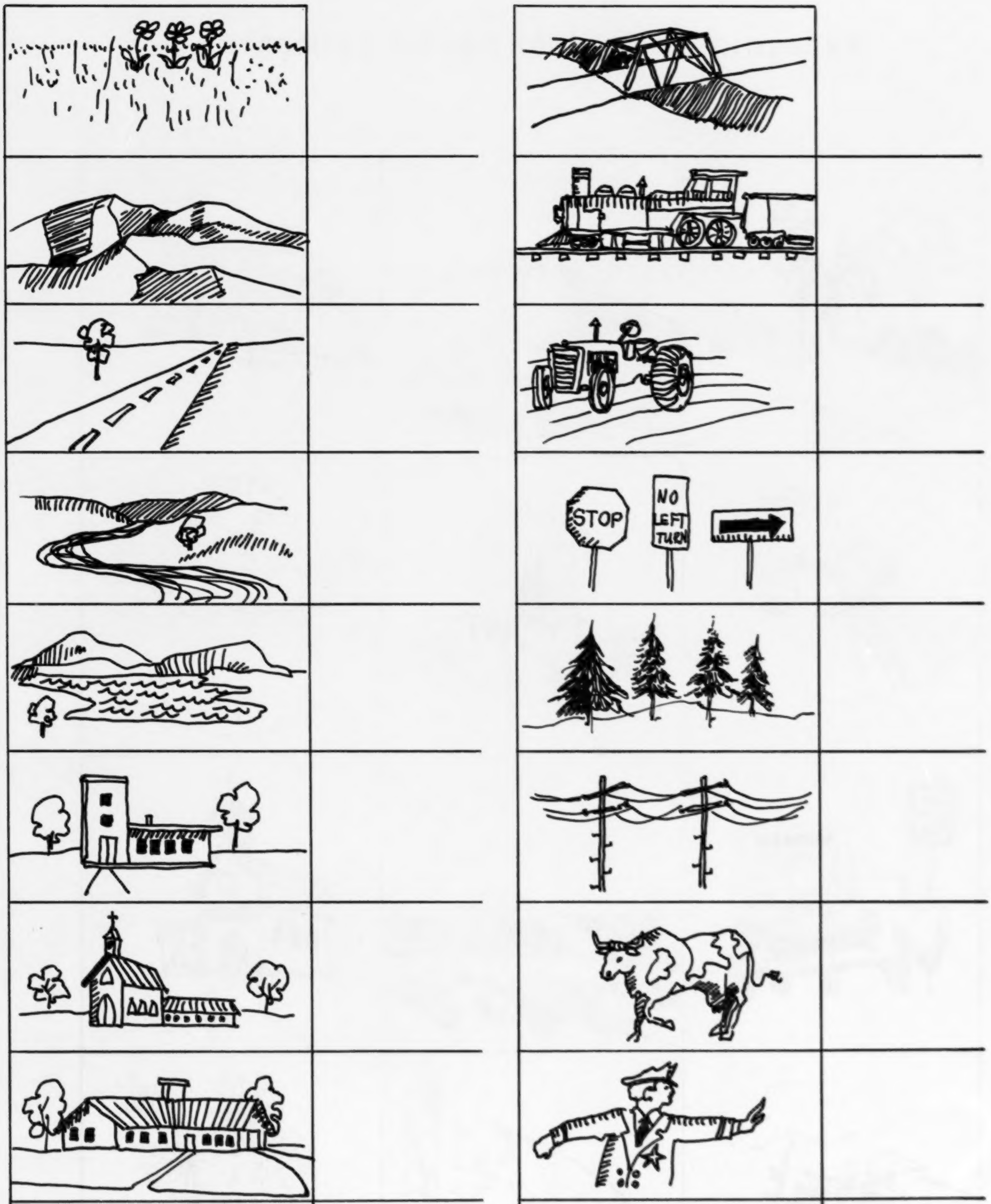
Our environment is all around us.

10a

Recognizing Environmental Elements


19¢
HAMBURGER
NO LEFT TURN

10b

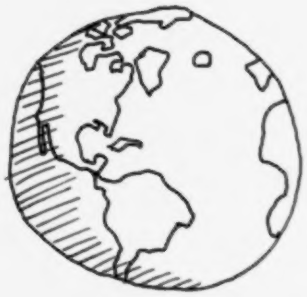

STOP
NO LEFT TURN

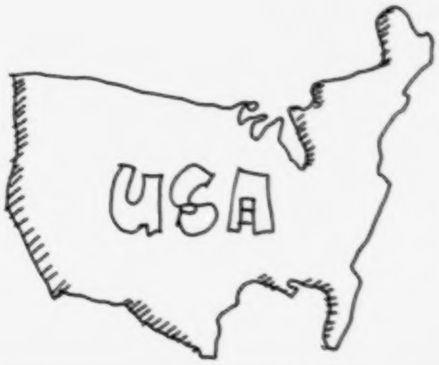
Elements in Our Environment

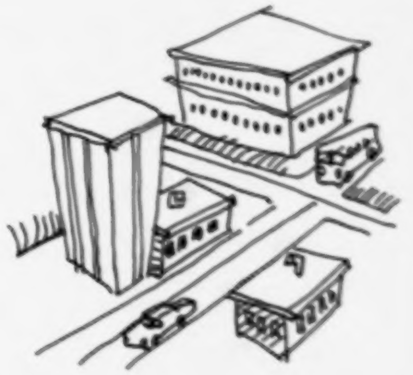
Pictorial Tests

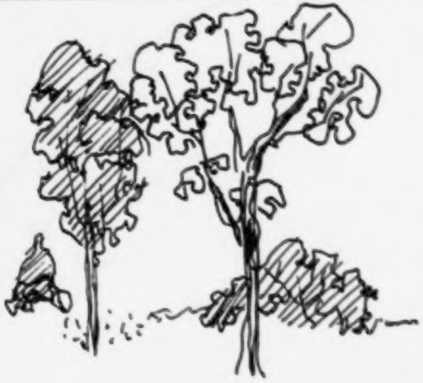
Pictorial Test
Pretest

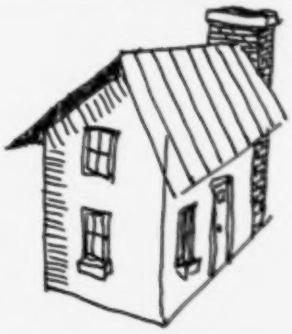
1

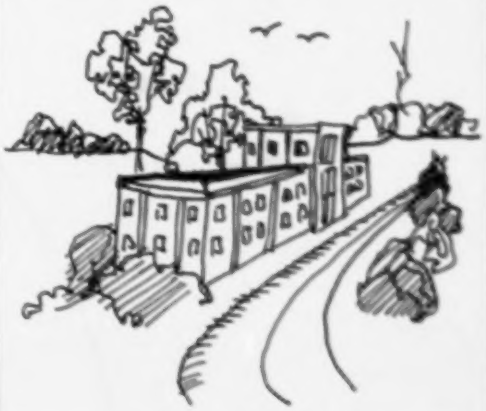


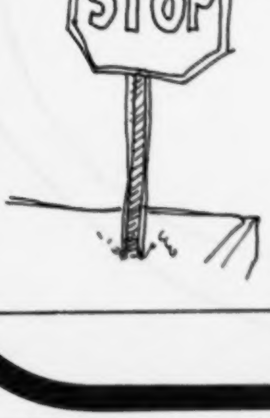


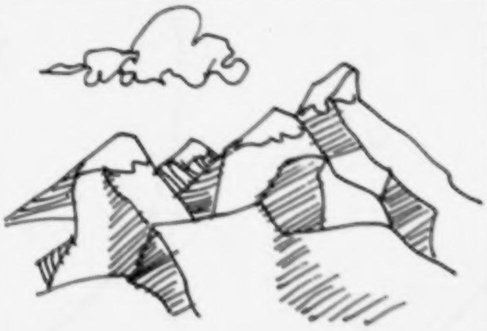


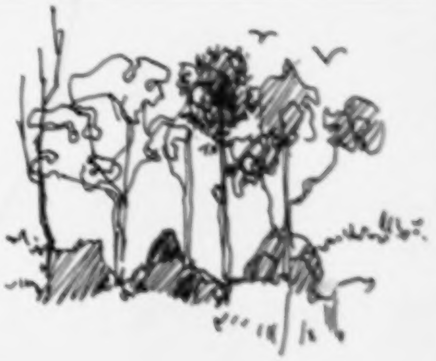












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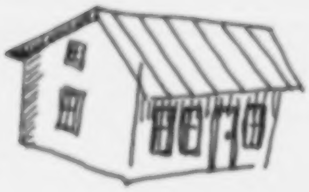

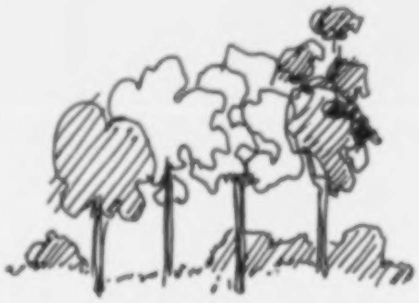

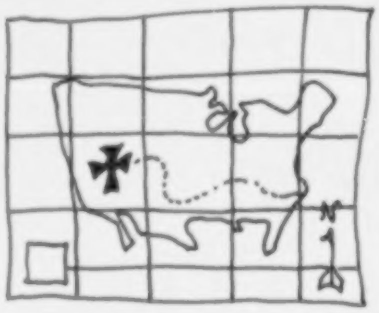

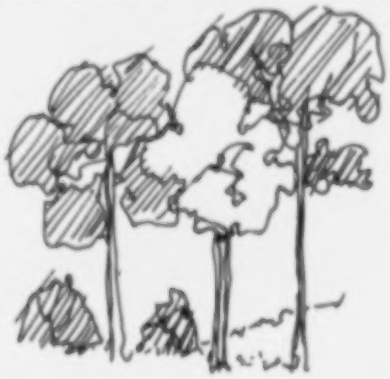

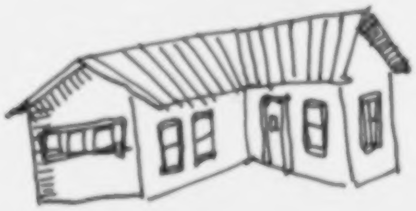

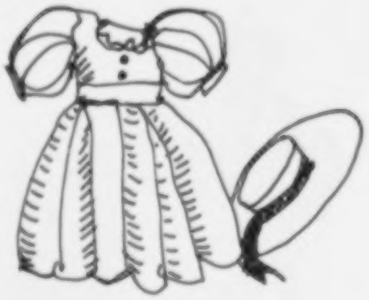

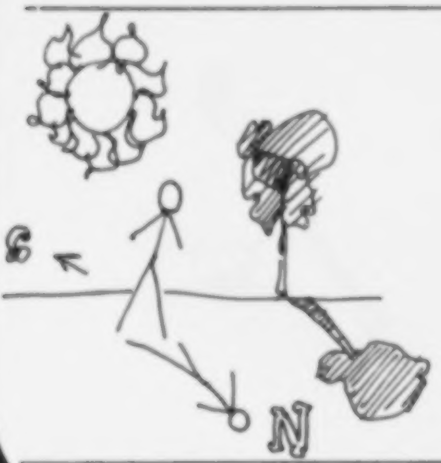

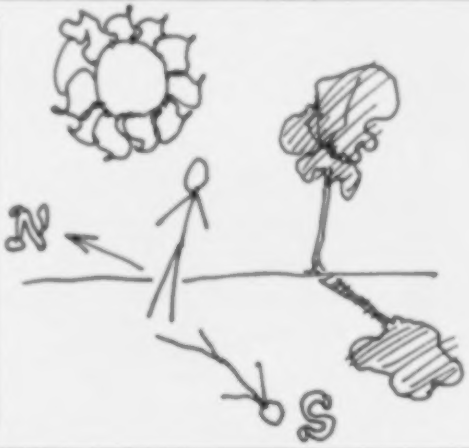

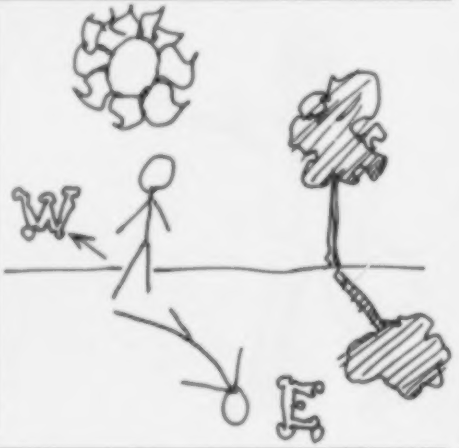

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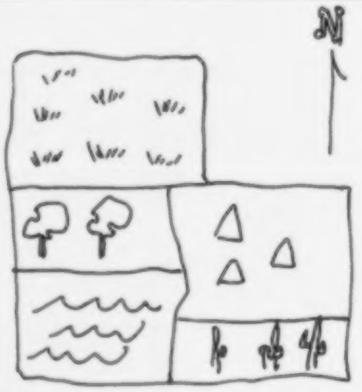
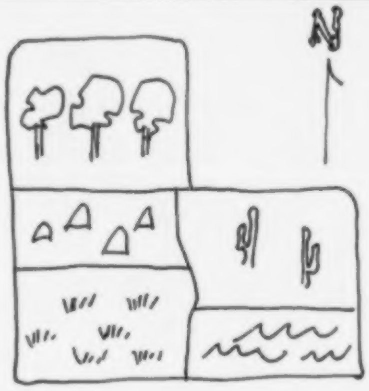
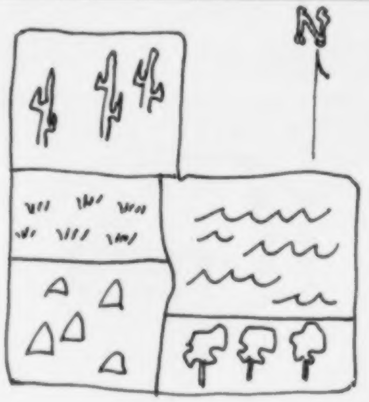
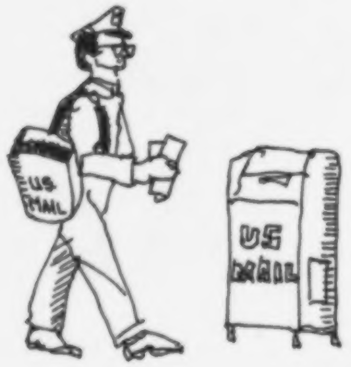
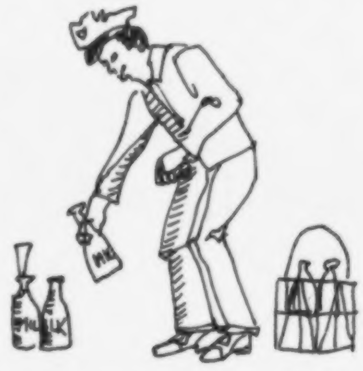
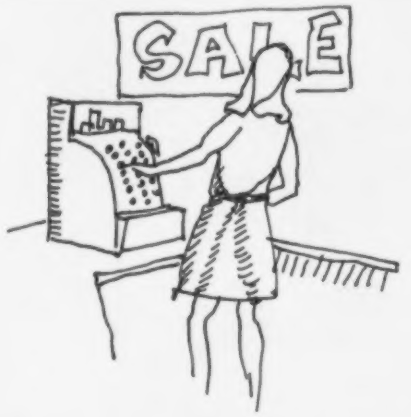


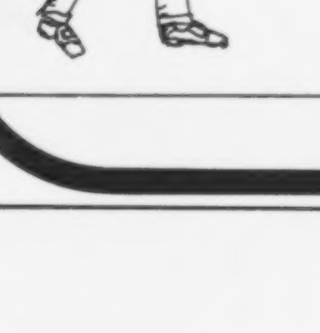


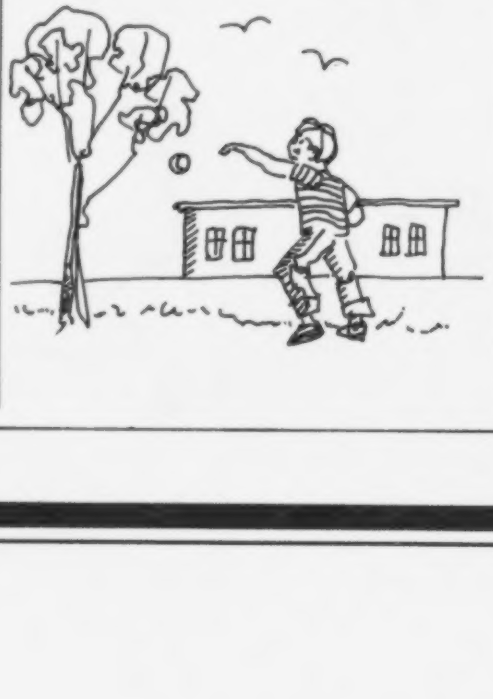


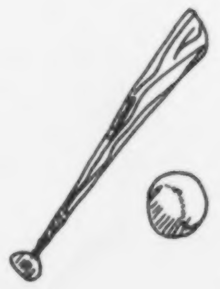

US MAIL
US MAIL











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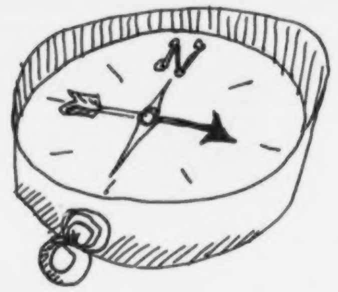

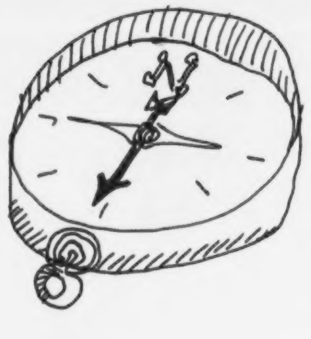

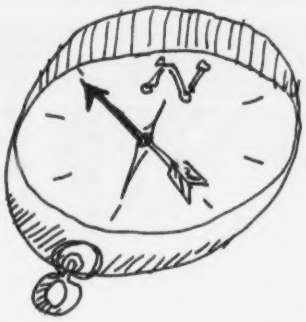

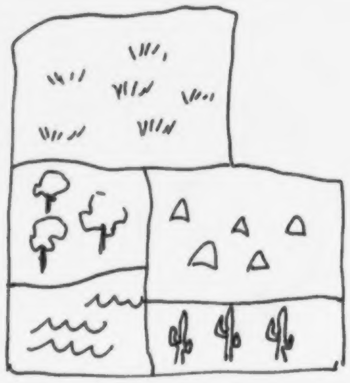

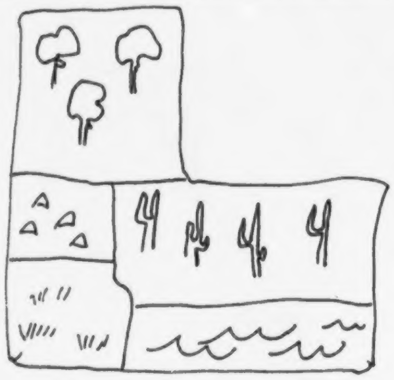

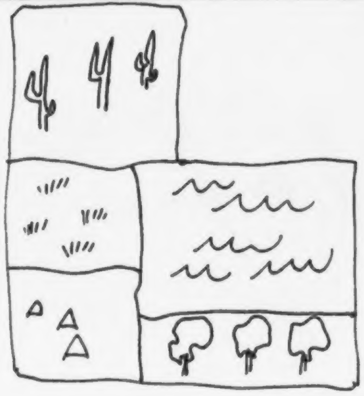

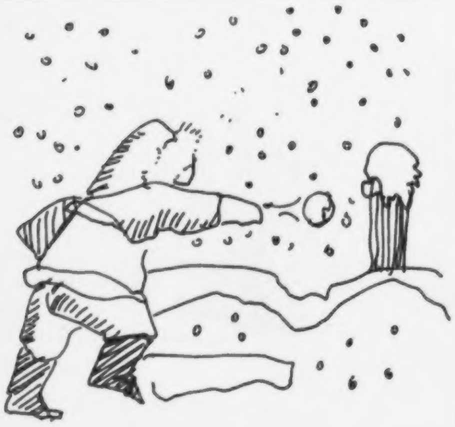

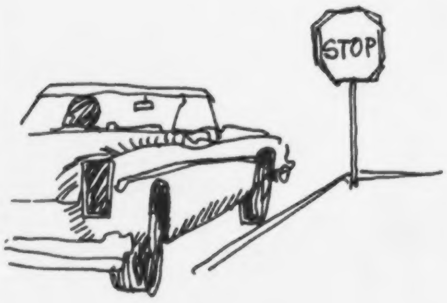

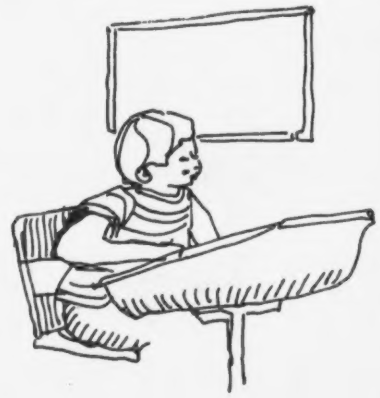

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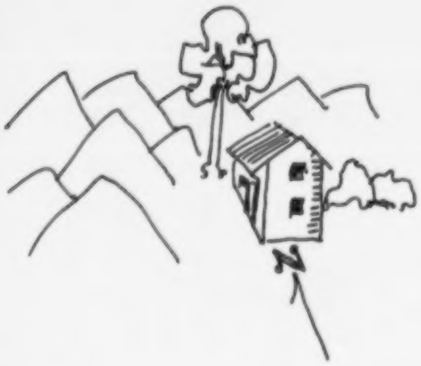

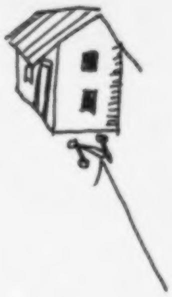

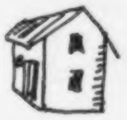

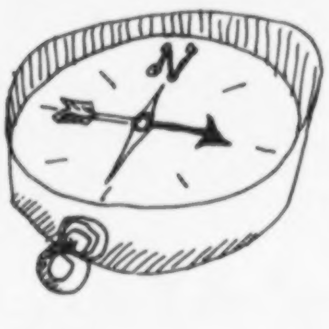

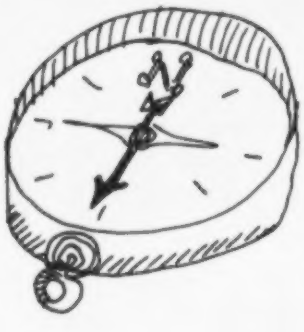

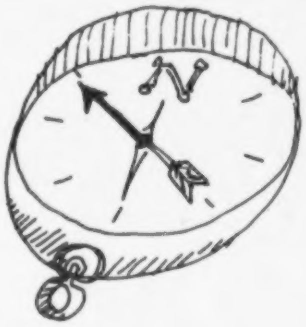

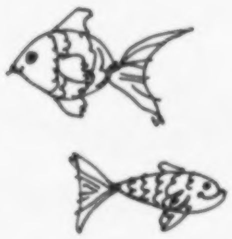

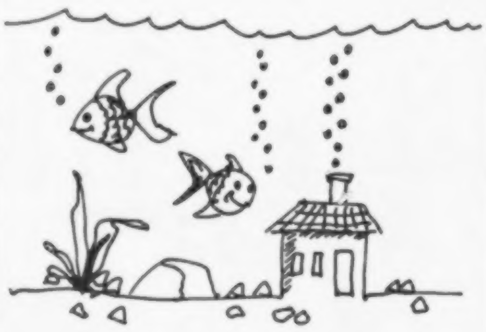

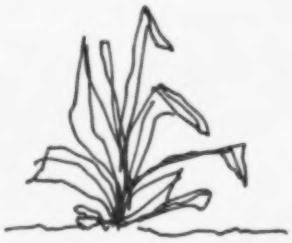

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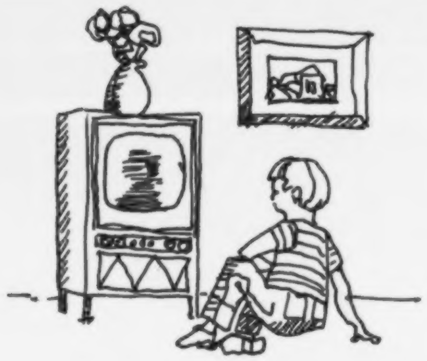
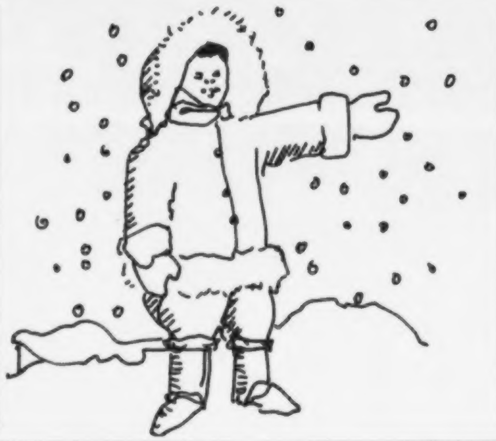
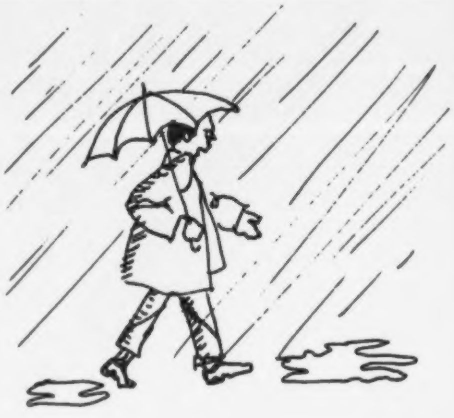
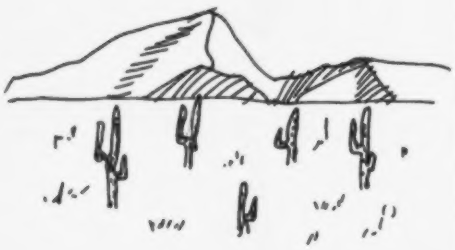
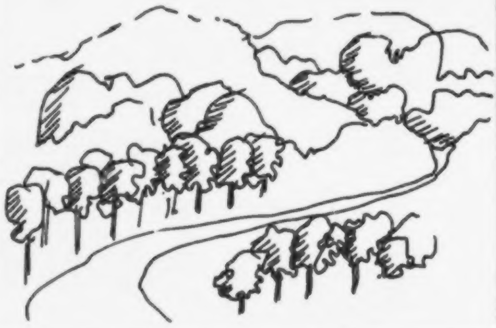
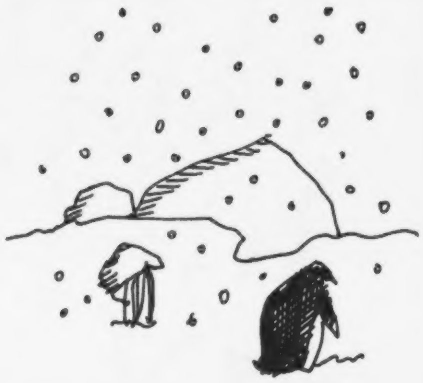




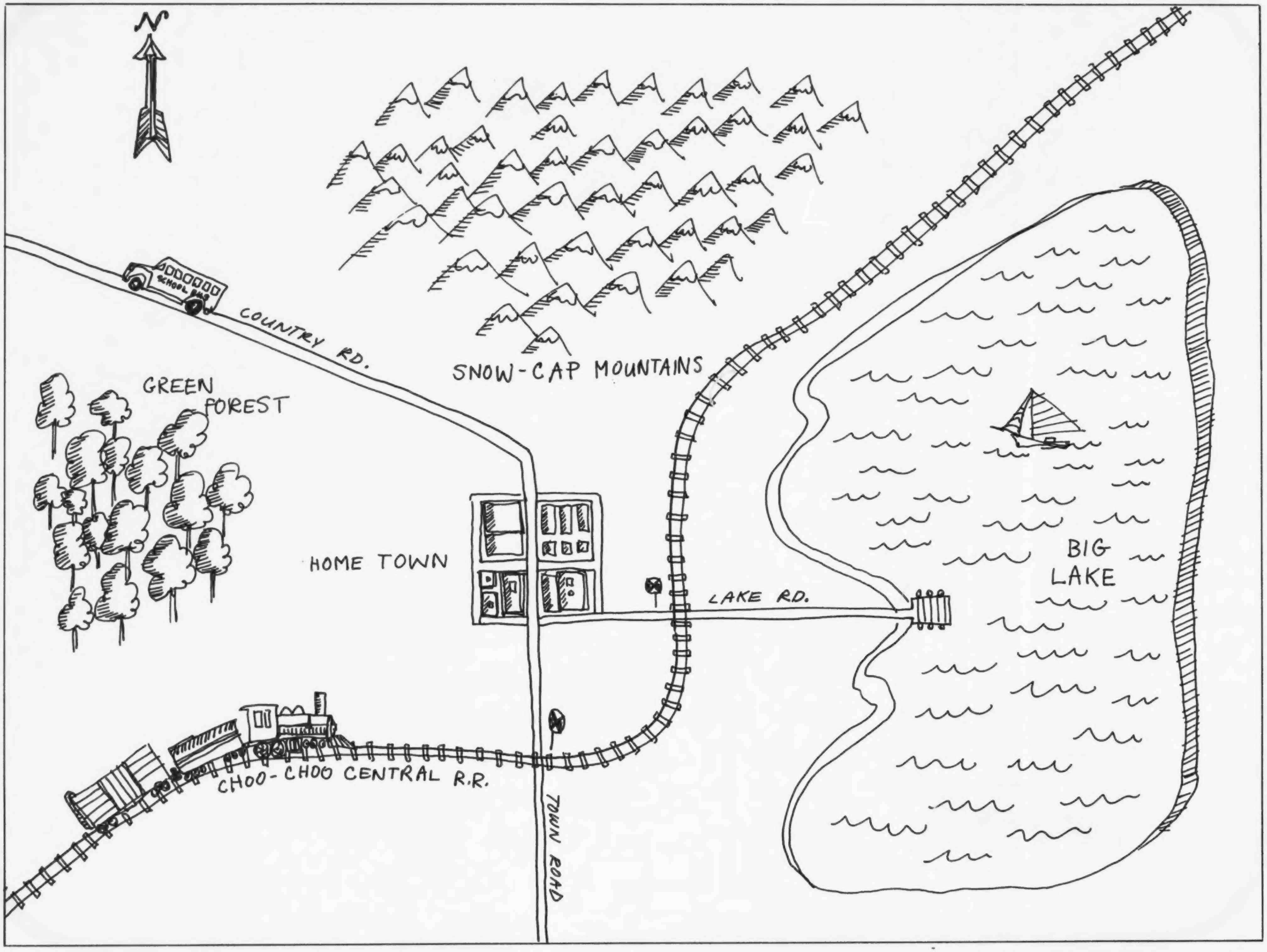








"A Place"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SCHOOL BUS
COUNTRY RD.
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GREEN FOREST
HOME TOWN
LAKE RD.
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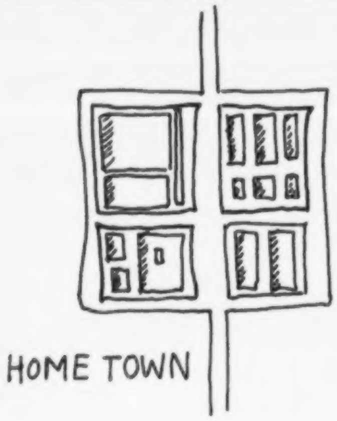
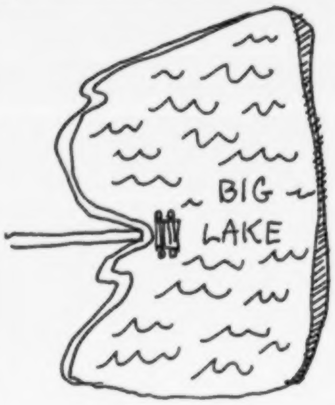
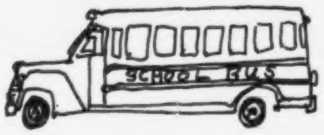
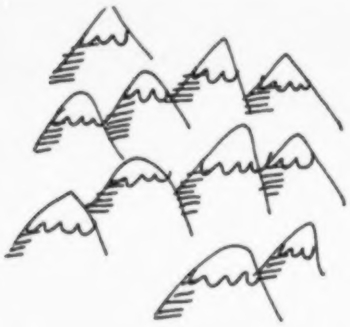
CHOO-CHOO CENTRAL R.R.
TOWN ROAD

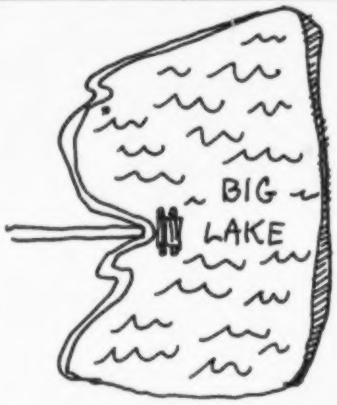
7

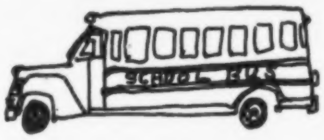


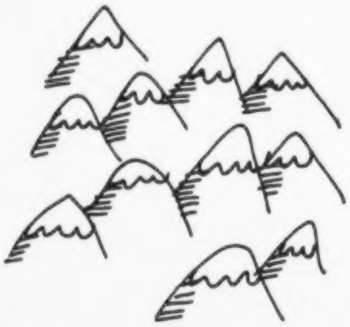


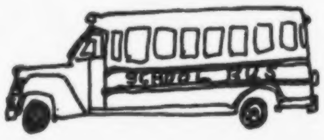


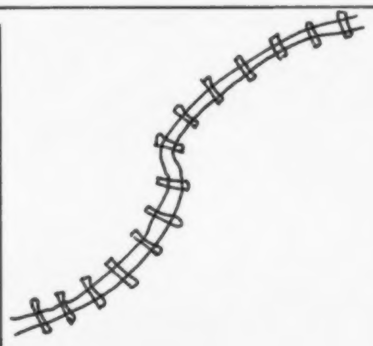






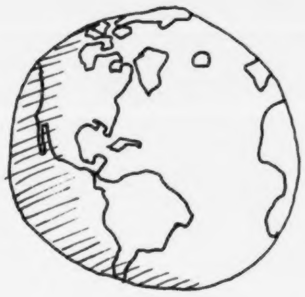


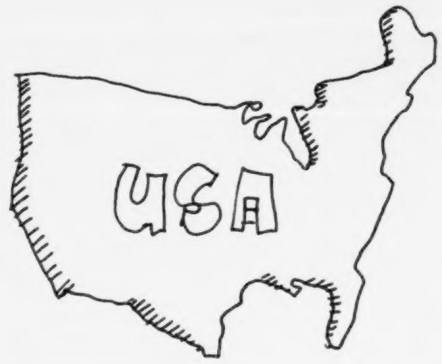


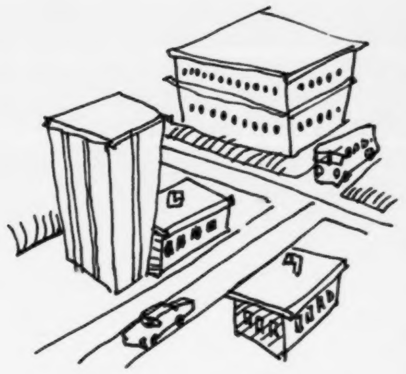


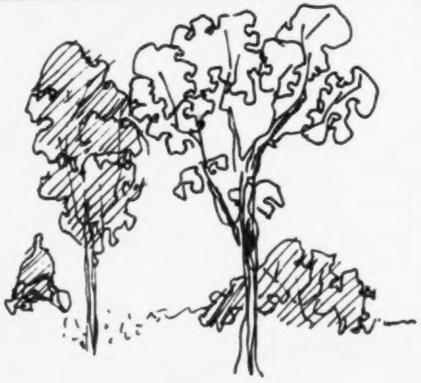
Pictorial Test
Posttest

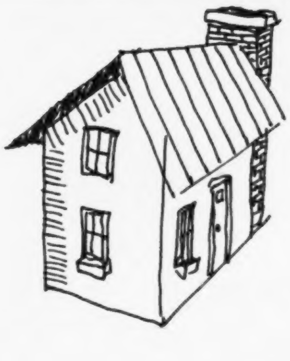
1

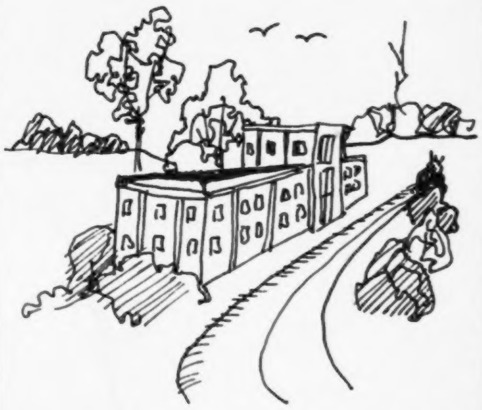


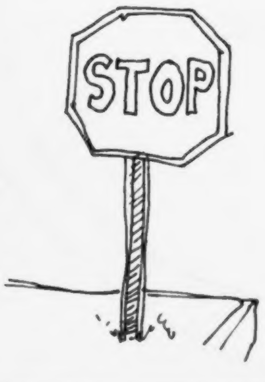


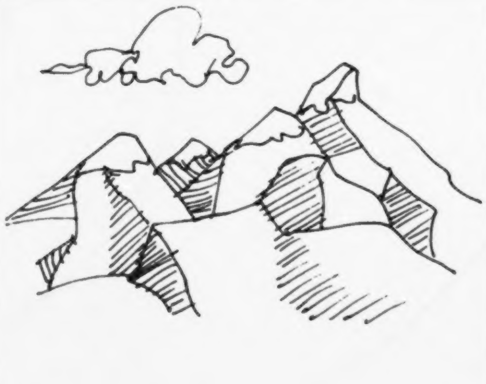


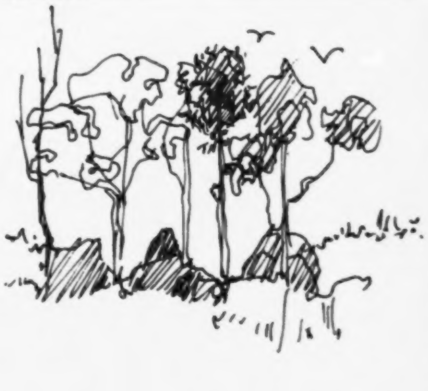












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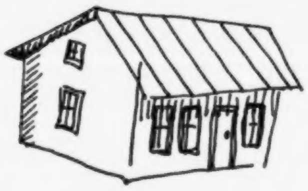

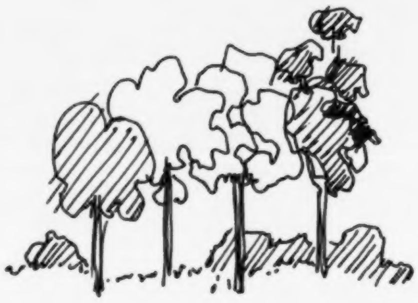

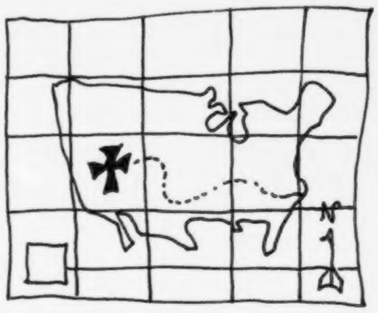

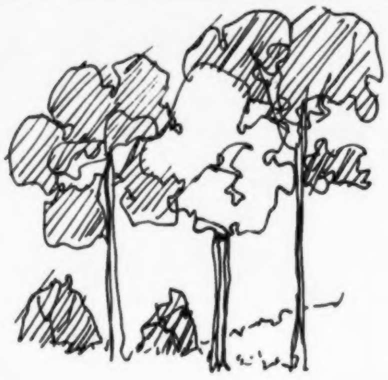

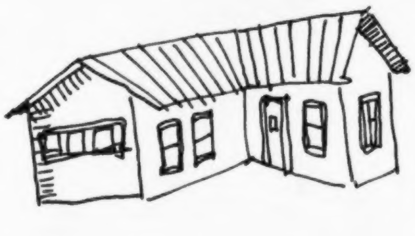

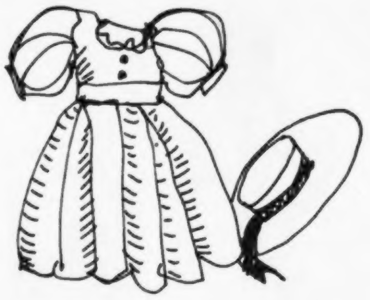

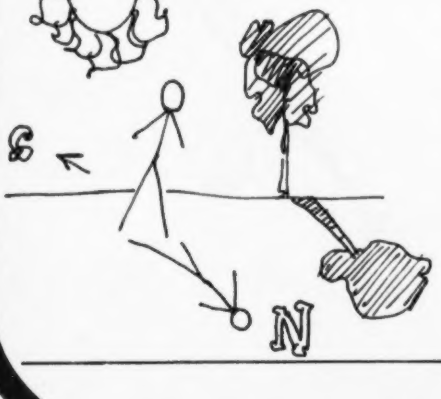

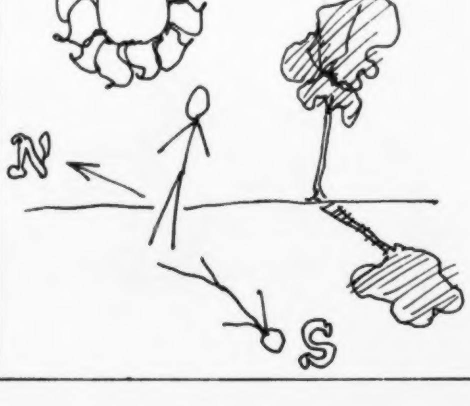

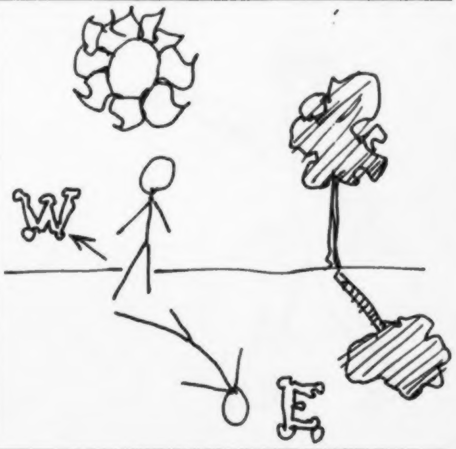

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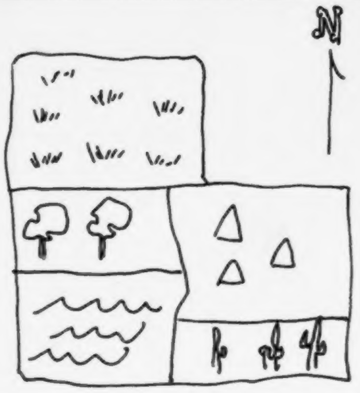

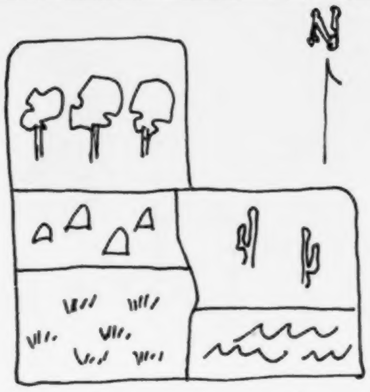

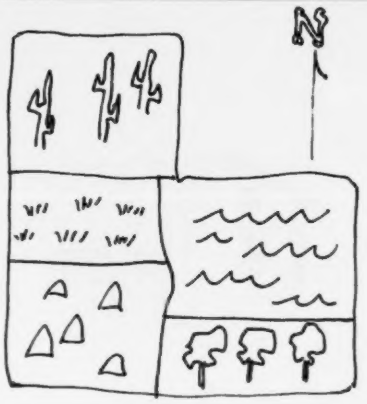

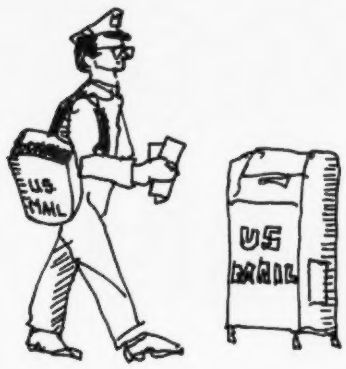
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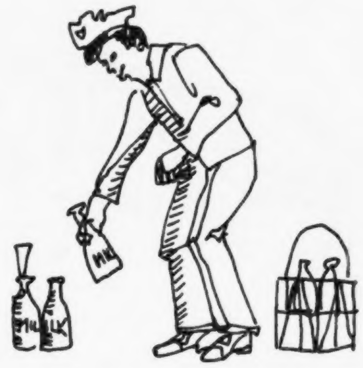
US MAIL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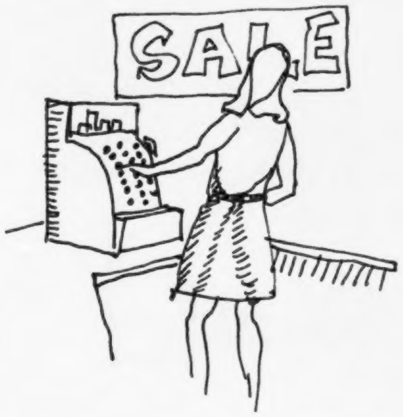

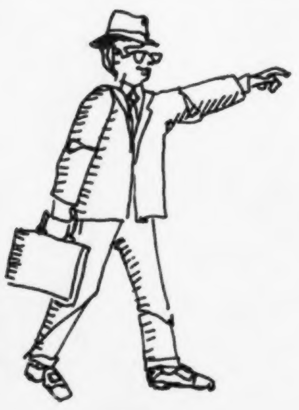

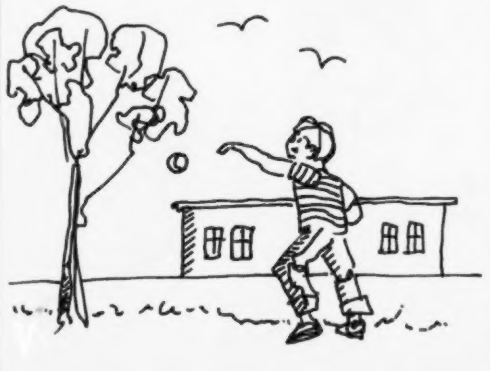

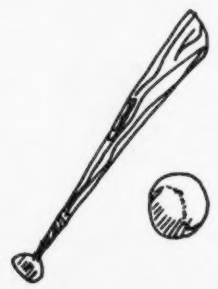

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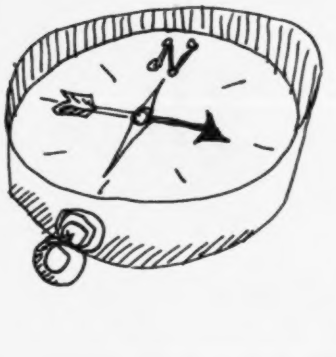

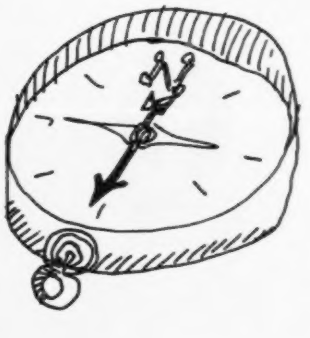

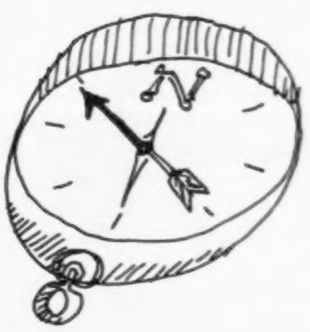

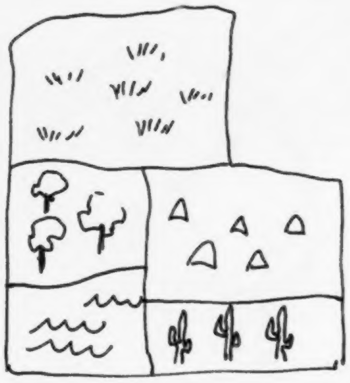

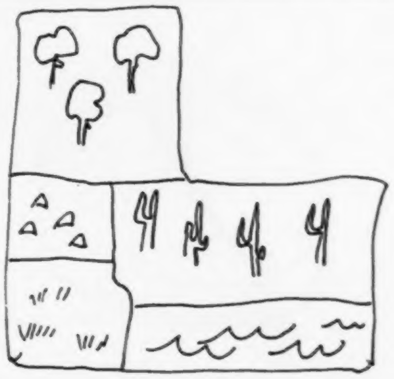

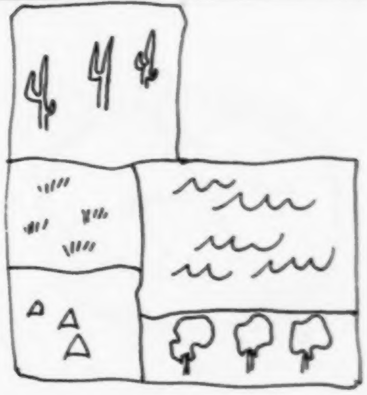

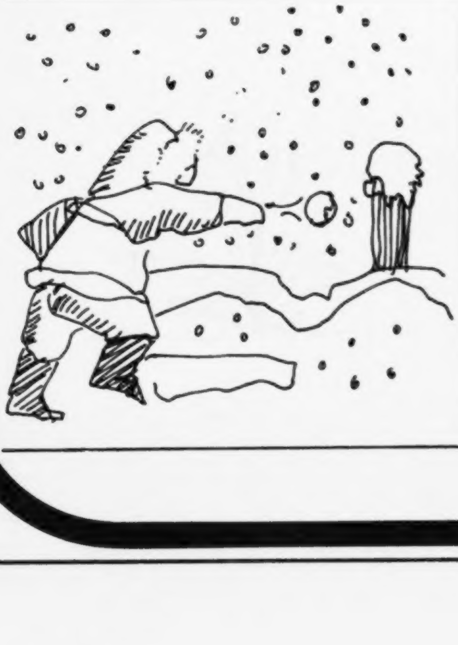

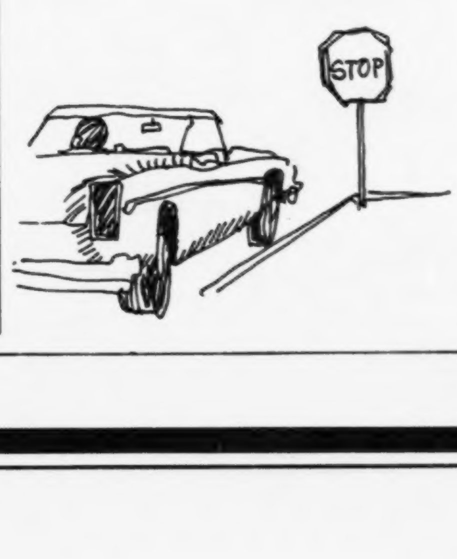

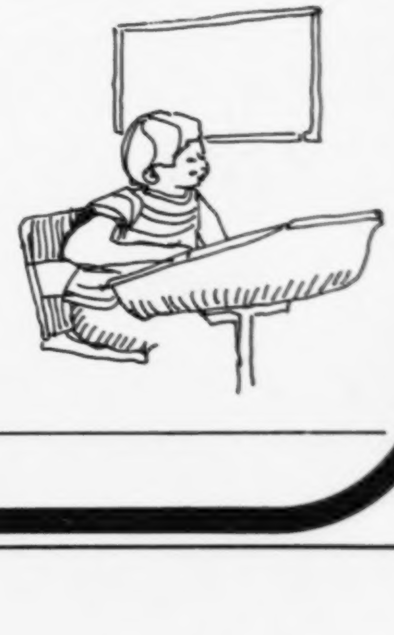

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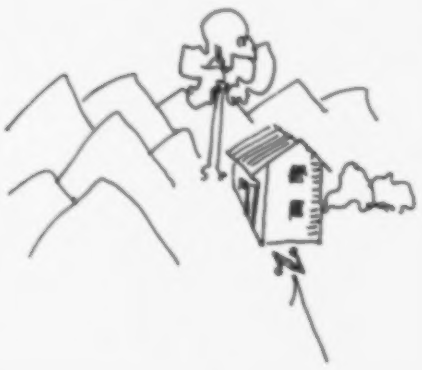

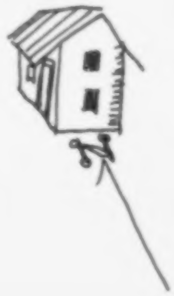

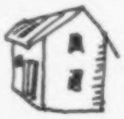

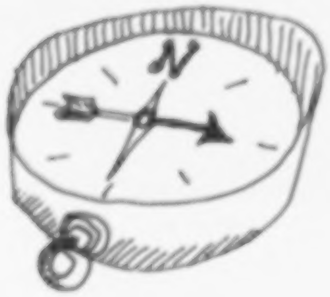

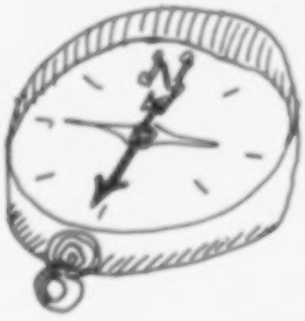

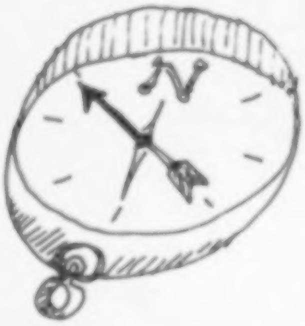

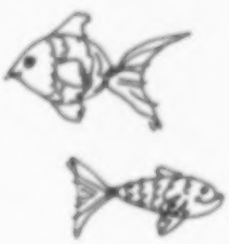

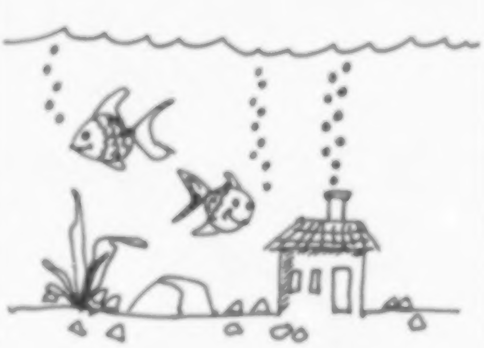

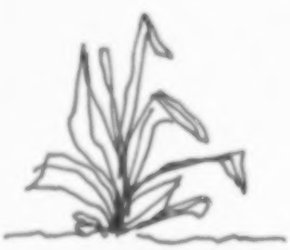

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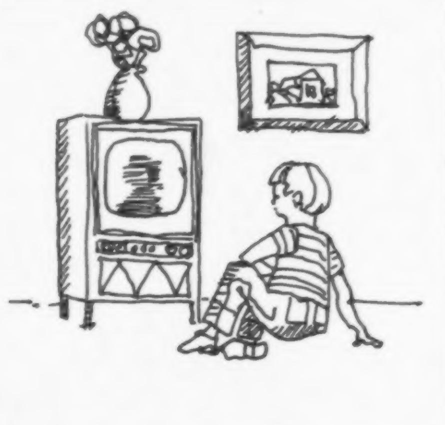
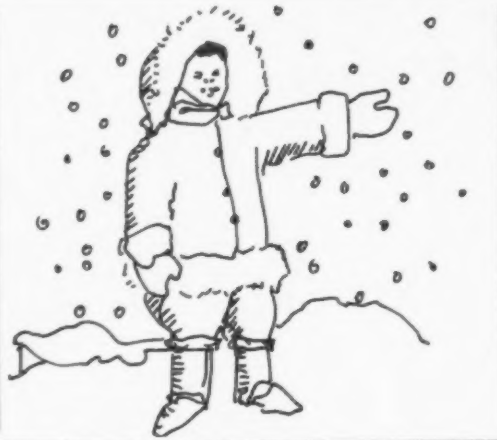
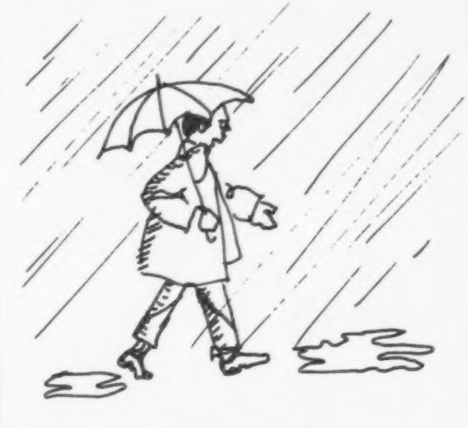
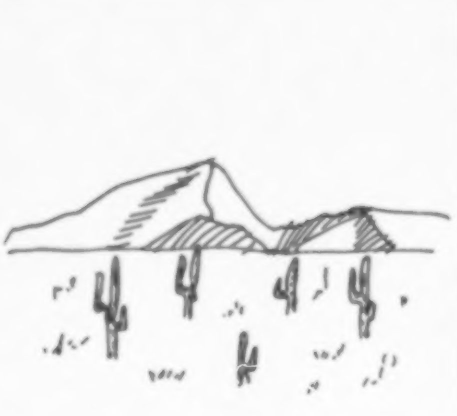
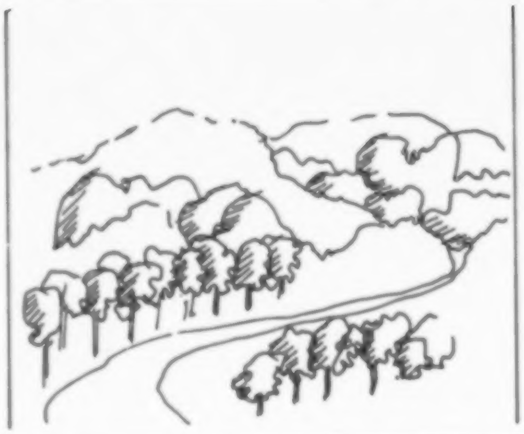
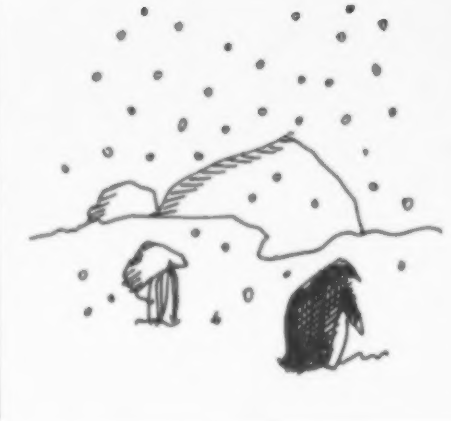




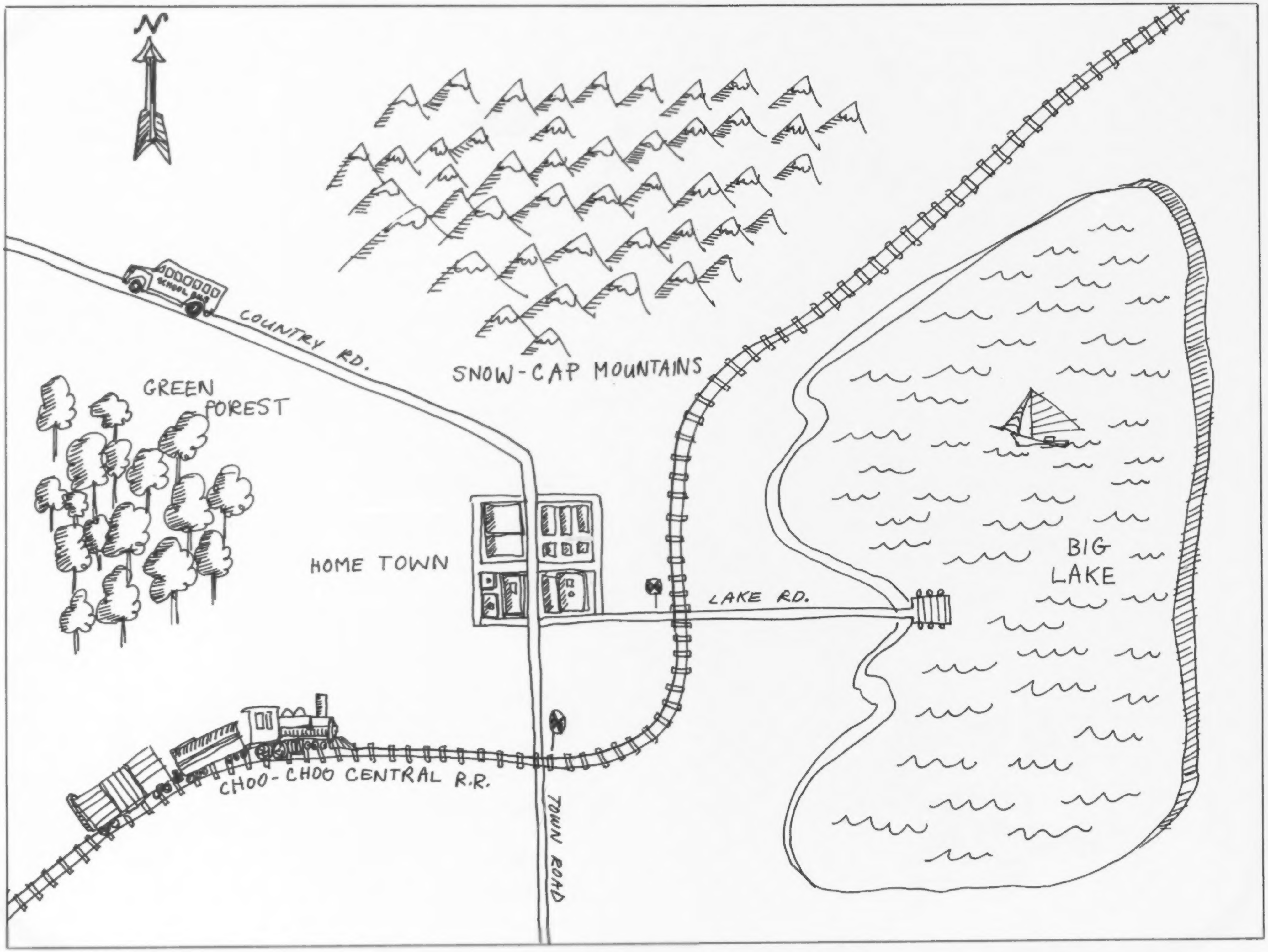








"A Place"


N
SNOW-CAP MOUNTAINS
SCHOOL BUS
COUNTRY RD.
GREEN FOREST
HOME TOWN
LAKE RD.
BIG LAKE
CHOO-CHOO CENTRAL R.R.
TOWN ROAD

7